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ABSTRACT

The national survey reported in this document focused on 11th grade students' knowledge of literature and U.S. history. While approximately two-thirds of the history questions were answered correctly, performance on the literature assessment was slightly lower, perhaps because some questions were asked about authors and literary works not included in high school curricula. Results indicate that students are more likely to remember information about topics in which they have a particular interest or that are related to their cultural background. Patterns of course work are directly related to students' knowledge of history and literature. Students' knowledge levels in both subject areas are affected by the number of topics previously studied and how recently the course was studied. Instruction in U.S. history tends to reflect traditional teaching approaches, while literature instruction tends to be differentiated in terms of students' academic tracks. Appendices contain an explanation of the research procedures and the literature and history assessment data. Numerous tables are included. (JHP)

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Literature & U.S. History

The Instructional Experience and Factual Knowledge of High School Juniors

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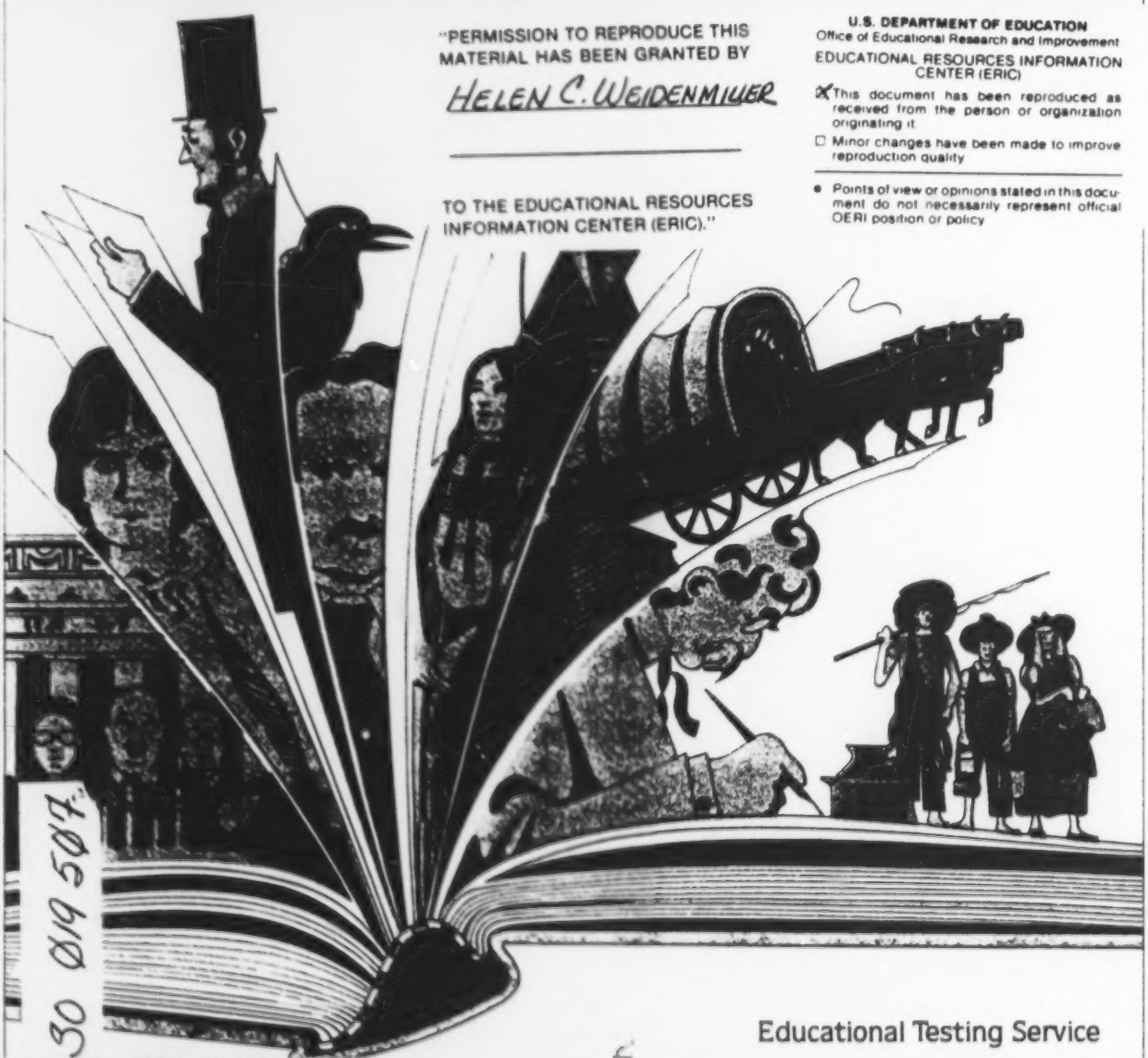

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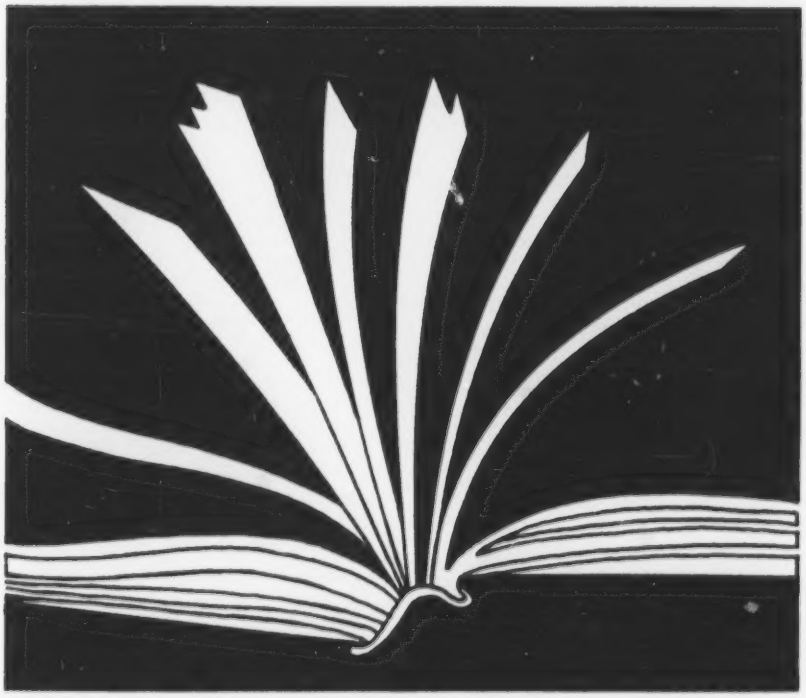

Arthur N. Applebee • Judith A. Langer • Ina V.S. Mullis

October 1987

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CONTENTS

Overview ____ 3

Chapter 1. Knowledge of Literature and U.S. History ____ 5

Chapter 2. Students' Knowledge of Specialized Topics ____ 18

Chapter 3. The Teaching of History ____ 25

Chapter 4. The Teaching of Literature ____ 35

Procedural Appendix ____ 46

Data Appendix ____ 52

Acknowledgments ____ 60

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OVERVIEW

Levels of Student Knowledge. This survey focused on eleventh graders' factual knowledge of literature and U.S. history. In general, the results for both history and literature suggest that the majority of students have at least some knowledge upon which they can build. Although lack of student knowledge about some historical topics is a matter for serious concern, about two-thirds of the questions were answered correctly by more than half the eleventh graders. The performance on the literature assessment was slightly lower, perhaps in part because some of the questions asked were about specific works and authors not included in the curriculum until after the junior year in high school, if at all.

The results also indicate that students are more likely to know and remember information concerning topics about which they have a particular interest or those more likely to be related to their cultural backgrounds. Black students and Hispanic students did relatively well on items focusing on the history and literature of their own ethnic heritages; young men did relatively well on items focusing on strong male literary characters and on foreign policy; young women did relatively well on items about social developments; and students from the southeastern states did relatively well on items involving biblical characters and stories.

Coursework. The assessment results also indicate that patterns of coursework are directly related to students' knowledge of history and literature. The more topics they had covered, and the more recently they had done so, the more students were likely to know about both subject areas.

. . .lack of student knowledge about some historical topics is a matter for serious concern. . .

Instruction. Students' reports suggest that instruction in U.S. history reflects traditional teaching approaches, with little differentiation for academic, general, or vocational tracks. Most classes rely on the textbook as the primary source of information, encourage memorization, and are organized around whole-class instruction. On the other hand, instruction in literature shows slightly more differentiation in response to academic track. Better-performing students were more likely to be asked to read more works, to discuss what they had read, and to write analyses of literature. In general, the more topics that were discussed and the more varied the instructional activities, the better students were likely to do on this assessment of factual knowledge.

Reflections. While these results are an interesting beginning, caution is needed in using the results to shape instructional decisions. For example, though exposure to a larger body of information about major chronological eras may lead students to do well on assessments of this sort, students must also be given the depth of understanding needed to use their infor-

mation about these historical periods in more thoughtful ways. Instructional decisions require consideration of the broader-based goals of coursework in literature and history—goals that include *both* the information *and* the understandings that are an integral part of every high school subject.

Considerable thought should also be given to the issue of differential performance on topics of special interest, the relevance of different information to particular students, and how such issues relate to instruction. While the results seem to suggest that students give greater attention to those areas with greater relevance to their lives, it is also important that they learn about other perspectives. Thus, instruction needs to strike a balance between topics of particular interest and topics that are simply important for everyone to know about.

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In recent years, there has been increased debate about what students should know about literature and U.S. history. Although the dialogue has begun, it is far from complete. The results presented in this report provide further information to fuel the discussion about what we expect high school juniors to know about these two important curriculum areas.

CHAPTER 1

Knowledge of Literature and U.S. History

What do students know about literature and U.S. history? Do they share a common understanding of the significant events, people, and policies that shaped our nation's history? Do they recognize allusions to characters and themes drawn from major works of literature? Or have they failed to grasp even the most central facts of literature and history?

Although there has been considerable public concern expressed that students lack a fundamental understanding of our nation's heritage, we have had very little accurate information about what students do and do not know. In order to address this issue, the Educational Excellence Network and the Nation's Report Card (NAEP), with support from the National Endowment for the Humanities (NEH), conducted a study of eleventh graders' knowledge of literature and history during the spring of 1986. Nearly 8,000 eleventh-grade students participated in the study, which was part of the NEH Foundations of Literacy project directed by Chester Finn and Diane Ravitch.

Understanding of subjects such as history and literature is multifaceted. It includes remembering important names, dates, and places; grasping how events are woven together; and interpreting new material. This assessment focused on only one part of students' understanding—their knowledge of specific factual content. Previous NAEP assessments of social studies, literature, and reading have included knowledge questions, but this was the first survey focused exclusively on students' basic knowledge of U.S. history and their familiarity with major authors, themes, and characters of Western literature. It was designed to supply systematic information about the extent to which such factual knowledge is held by the young adults of tomorrow.

In order to assess students' knowledge of U.S. history, care was taken to address topics relevant to political history, geography, women's history, Black history, labor history, technology, immigration, and foreign policy. TABLE 1.1 summarizes the distribution of the 141 multiple-choice items across the major chronological periods of U.S. history.

TABLE 1.1

Distribution of U.S. History Questions

	Time Period	Percentage of Items
I	Exploration and Colonization: to 1763	10%
II	The Revolutionary War and the New Republic: 1763-1815	17
III	Nationhood, Sectionalism, and the Civil War: 1815-1877	18
IV	Territorial Expansion, the Rise of Modern America, and World War I: 1877-1920	20
V	The Great Depression, the New Deal, and World War II: 1920-1945	20
VI	Post-World War II: 1945 to the Present	15

To assess literature, multiple-choice items were developed about classical and modern works, including world literature, American and English literature, and children's classics. Students were asked to identify characters, authors, works, themes, or quotations. TABLE 1.2 summarizes the distribution of the 121 literature items across major literary genres. Detailed descriptions of the criteria governing the selection of items for literature and U.S. history are included in *Foundations of Literacy: A Description of the Assessment of Basic Knowledge of United States History and Literature* (NAEP Description Booklet No. 17-HL-11), 1986.

TABLE 1.2

Distribution of Literature Questions

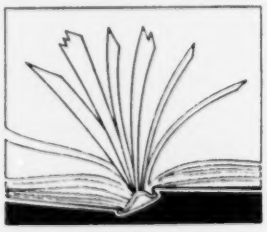
Literary Area	Percentage of Items
Novels, Short Stories, and Plays	50%
Myths, Epics, and Biblical Characters and Stories	30
Poems	10
Nonfiction	10

National Results

While there are no absolute standards for judging what students "should" know, we can get a sense of the profile of student knowledge by looking at specific items that were answered correctly by most high school juniors, as well as at the items they found very difficult.

U.S. History

TABLE 1.3 presents the history items that were answered correctly by at least 80 percent of the students, as well as those that were answered correctly by fewer than 30 percent.* The items on which students did particularly well reflect some knowledge of a variety of aspects of U.S. history, including pioneers of technology (Thomas Edison and Alexander Graham Bell), colonial history (Washington's term as president, Jefferson and the Declaration of Independence), economic history (the assembly line), geography (the location of the 13 American colonies, of the Rocky Mountains, of the Soviet Union, and of Italy), World War II (Hitler, Pearl Harbor), slavery (the Underground Railroad, Harriet Tubman), the Bill of Rights (freedom of speech and religion).



*The data appendix lists the percentages of correct responses and jackknifed standard errors for all the U.S. history items.

TABLE 1.3

U.S. History Knowledge

Topic of Question	Percent Correct
More than 80 Percent Answered Correctly	
Thomas Edison invented the light bulb	95.2%
Location of the Soviet Union on a map	92.1
Alexander Graham Bell invented the telephone	91.1
George Washington was President between 1780-1800	87.9
Locate Italy on a map	87.7
The Underground Railroad was a network for helping slaves escape	87.5
Adolf Hitler was the leader of Germany when the U.S. entered World War II	87.4
Thomas Jefferson was the primary author of the Declaration of Independence	87.4
The assembly line was introduced in the U.S. automobile industry	87.2
Locate on a map the area representing the 13 original states	84.8
The Ku Klux Klan used violence to oppose equality for minorities	83.9
Harriet Tubman was a leader in helping slaves escape to the North	83.8
Bill of Rights guarantees freedom of speech and religion	81.3
Locate the Rocky Mountains on a map	81.3
The Japanese attack on Pearl Harbor led the U.S. into World War II	80.0
Less than 30 Percent Answered Correctly	
Andrew Jackson was President between 1820-1840	29.9%
The Reformation led to the establishment of Protestant groups	29.8
The United Nations was founded between 1934-1947	25.9
The Seneca Falls Declaration was concerned with women's rights	25.8
Abraham Lincoln was president between 1860-1880	24.7
Medicare and the Voting Act were passed under Lyndon Johnson's Great Society	23.9
Betty Friedan and Gloria Steinem: leaders in the women's movement	22.8
Progressive movement refers to the period after World War I	22.6
Reconstruction refers to the readmission of the Confederate states	21.4
John Winthrop and the Puritans founded a colony at Boston	19.5

Sometimes student responses to even the most difficult questions reflected partial knowledge of the topic. For example, the item on which students had the least success asked them where John Winthrop and the Puritans had founded a colony. Only 19.5 percent knew that the correct answer was Boston, but another 46.4 percent answered Plymouth—which may reflect at least partial knowledge of the major settlements during the Colonial period. Similarly, the next most difficult item asked students what the term "Reconstruction" referred to. Only 21.4 percent answered correctly, choosing "readmission of the confederate states and the protection of the rights of Black citizens." However, another 56.3 percent identified Reconstruction with "repairing of the physical damage caused by the Civil War"—again reflecting some understanding of the era.

Generally, students did have difficulty with the questions about when important events happened.

Other items on which students had particular difficulty reflected trouble with time periods (Lincoln's and Jackson's terms of office, founding of the United Nations), recent history (Medicare and the Great Society), and the women's movement (Friedan and Steinem, the Seneca Falls Declaration). Generally, students did have difficulty with the questions about when important events happened. For example, in addition to the results shown in Table 1.3, 31.9 percent did not know that Columbus reached the New World before 1750, 39.1 percent did not know the Constitution was written between 1750 and 1800, and 67.8 percent did not know that the Civil War was between 1850 and 1890. Finally, only 57.3 percent knew that World War I occurred in the half century of 1900 to 1950, and only 64.5 percent knew that Watergate was after 1950.

Students' knowledge of important people varied widely. As indicated, questions about Thomas Edison, Alexander Graham Bell, Thomas Jefferson, Harriet Tubman, and Adolf Hitler were answered correctly by more than 80 percent of the students. However, only 68.9 percent knew that Susan B. Anthony was associated with the women's suffrage movement, only 53.6 percent knew that Joseph Stalin was the leader of the Soviet Union when the United States entered the Second World War, only 41.0 percent knew that Jane Addams founded settlement houses to help the poor, and only 34.3 percent knew that Jonas Salk invented polio vaccine. Historical business and labor leaders appear about equally known by high-school juniors, with only 46.9 percent recognizing that Andrew Carnegie was associated with the steel industry and only 49.8 percent recognizing that Samuel Gompers was the first president of the American Federation of Labor.

Considering that we are currently celebrating the bicentennial of the Constitution, it is interesting to investigate how familiar high school juniors appear to be with that document as well as with some of the other important documents that have shaped our nation's history. Although 81.3

percent did know that the Bill of Rights guarantees freedom of speech and religion, only 60.9 percent knew when the Constitution was written. More importantly, there does not appear to be widespread student understanding of that crucial document. Only 59.9 percent of the eleventh graders knew that the idea that the three branches of the federal government are designed to keep one another from becoming too strong is called the system of checks and balances, and only 43.8 percent knew that the Constitution established the division of powers between the states and the federal government. Similarly, 87.4 percent of the students knew that Thomas Jefferson was the primary author of the Declaration of Independence, but only 67.6 percent knew when it was signed or that it marked the formal separation of the colonies from Britain. Again, 68.0 percent knew that Lincoln wrote the Emancipation Proclamation, but only 38.2 percent knew its substance. Only 38.3 percent of the students appeared familiar with the contents of *Common Sense*, 40.1 percent knew the purpose of the Federalist Papers, and 36.8 percent knew why the Articles of Confederation failed. These findings are discouraging and would seem to indicate that many American school children are not learning important names, dates, and places.

Although 81.3 percent did know that the Bill of Rights guarantees freedom of speech and religion, only 60.9 percent knew when the Constitution was written.

In contrast, there is other historical information that students do seem to know. Ninety of the 141 items on U.S. history were answered correctly by at least half of the students, and only 16 items were missed by two-thirds or more. Further, these levels of success do not reflect the partial knowledge that is sometimes apparent even in incorrect responses. Although students had difficulty with individual questions, the majority of high-school juniors do have some basic information about U.S. history.

Literature

TABLE 1.4 provides similar information for responses to the literature questions.* The most familiar topics were drawn from a wide range of sources, including the Bible (Noah and the Ark, Moses and the 10 Commandments, the 23rd Psalm), Shakespeare (Romeo and Juliet, Hamlet), Black literature (Martin Luther King, Jr.), American literature (Huckleberry Finn), children's classics ("Cinderella," *Alice in Wonderland*), myths and epics (Zeus, King Arthur), and English literature (*Robinson Crusoe*, "A Christmas Carol").

The literature items on which students did poorly are more straightforward than those for U.S. history. Most ask directly either for identification of authors or pairing of works with brief synopses or themes. Similar

*The data appendix lists the percentages of correct responses and jackknifed standard errors for all the literature items.

TABLE 1.4

Literature Knowledge

Topic of Question	Percent Correct
More than 80 Percent Answered Correctly	
Noah gathered pairs of creatures onto the Ark	94.0%
Moses led the people out of Egypt and gave the 10 Commandments	92.3
Romeo and Juliet's love was hindered by their feuding families	89.7
"I have a dream. . ." from a speech by Martin Luther King, Jr.	88.1
Hamlet said, ' To be or not to be: that is the question."	87.8
In "A Christmas Carol," Ebenezer Scrooge became generous	87.2
Zeus was the ruler of the gods in Greek mythology	86.7
The White Rabbit and Mad Hatter are characters in *Alice in Wonderland*	86.1
Robin Hood known for stealing from the rich to give to the poor	85.7
Cinderella's rags turned into a gown and she met a prince	85.1
"The Lord is my shepherd. . ." is from Psalm 23	82.4
Huckleberry Finn is about an orphaned boy and a runaway slave	80.5
Merlin was the magician in the legend of King Arthur	80.5
Less than 30 Percent Answered Correctly	
D.H. Lawrence wrote "The Rocking Horse Winner," *Sons and Lovers*	28.7%
Willa Cather wrote *My Antonia, Death Comes for the Archbishop*	28.2
Tennessee Williams wrote *A Streetcar Named Desire*	27.6
Ernest Hemingway wrote "In Another Country," "The Killers"	27.3
Thomas Hardy wrote *Return of the Native*	24.4
In *Catcher in the Rye*, a 16-year-old boy goes to New York	22.5
Henry James wrote about American compared to European lives	21.9
Henrik Ibsen wrote *Hedda Gabler, A Doll's House*	20.3
Joseph Conrad wrote *Heart of Darkness*	19.3
Invisible Man describes a young man's move to Harlem	18.3
Fyodor Dostoevski wrote *Crime and Punishment*	17.1
James Joyce is the author of *Ulysses, A Portrait of the Artist as a Young Man*	15.6
Tocqueville wrote about what he saw in *Democracy in America*	15.5
Eudora Welty and Flannery O'Connor are known for stories set in the American South	14.4
William Blake refers to a tiger in the following poem	13.6
The Pilgrim's Progress is an allegory about Christians	13.4

to the items on which students did well, those on which they did poorly also reflect a range of authors, from Blake and Bunyan to Ibsen, Joyce, and Conrad. Each of these items, however, seems to reflect knowledge of a very specific aspect of an author or work. In fact, students' poorest performance sometimes occurred in response to items that reflected less familiar aspects of the same topics on which they did well. For example, only 27.3 percent of the students knew that Hemingway had written "In Another Country," "The Short Happy Life of Francis Macomber," and "The Killers," but on another item, 63.2 percent knew that he had written *For Whom the Bell Tolls*. Other titles and authors that gave students particular problems may reflect the fact that the assessment was administered to eleventh-grade students, many of whom will not study world or English literature until their senior year, if ever.

Similar to the items on which students did well, those on which they did poorly also reflect a range of authors, from Blake and Bunyan to Ibsen, Joyce, and Conrad.

It should also be noted that the U.S. history curriculum is likely to be much more uniform across the schools in our country than the literature curriculum. Given the number and diversity of works and authors from which teachers have to choose, students may actually have read very different materials from their peers in another school building, district, or state.

Regardless of students' poor performance on some questions, their performance on the literature questions reflects a common background of information on which they can draw. Of the 121 items included in the assessment, 70 were answered correctly by at least half of the students. And only 18 items were answered incorrectly by two-thirds or more of those assessed. Especially considering that a number of the works assessed do not appear in the curriculum by eleventh grade, or may not be taught at all in many schools, overall, students seem to have at least some common information about literature to build upon in their future courses.

Familiarity with Specific Literary Works. Students who completed the literature assessment were also asked directly whether they had read 10 of the works on which particular items in the assessment were based. TABLE 1.5 summarizes the results for these 10 works and also indicates the percent of students who successfully answered the corresponding item in the assessment. Out of the 10 titles that were included, *Huckleberry Finn* and *Tom Sawyer* were the most likely to have been read (reported by 68 and 57 percent of the students, respectively), and *The Grapes of Wrath* and *1984* the least likely (21 and 24 percent, respectively).

Interestingly, in each case fewer students reported having read the book than were able to answer questions based upon it. Although a certain percentage of respondents may simply have guessed the right answers to these questions, the results may also suggest that knowledge of these (and

presumably of other) works has become part of the general pool of information available to students. Although students may learn from classroom discussion about specific books without actually reading them, they may also learn about literary works from conversation, plays, movies, or television. Students may be able to draw upon this awareness and recognize allusions, identify characters, and match authors and titles to a greater extent than their individual reading experience would seem to indicate.

TABLE 1.5

Percentage of Eleventh Graders Reporting Familiarity with Specific Works

	Have Read	Answered Related Item Correctly
A Tale of Two Cities	27.6%	59.0%
Moby Dick	33.2	61.8
1984	23.6	35.5
Huckleberry Finn	68.0	80.5
Tom Sawyer	57.3	59.8
The Grapes of Wrath	21.2	39.7
The Old Man and the Sea	28.7	43.0
The Red Badge of Courage	39.9	61.6
The Scarlet Letter	46.9	59.4
To Kill a Mockingbird	52.2	59.1

Subgroup Performance in Literature and U.S. History

The assessment was designed to allow accurate estimates of the relative performance of various demographic subgroups within the population. In making these comparisons, students' knowledge levels were estimated on two scales ranging from 0 to 500, one for literature and another for U.S. history—with means set at 285 and standard deviations of 40. (See Procedural Appendix for more information.)

TABLE 1.6 summarizes the knowledge levels in history and literature for a variety of demographic subgroups. In considering average performance, it should be noted that the distributions of performance overlap considerably for the populations being compared. For example, some Black and Hispanic students are among the most knowledgeable about U.S. history and literature, and some White students are among the least knowledgeable. Similarly, some students in non-academic programs did very well on these assessments and some in academic programs performed poorly. For the most part, however, the results for demographic subgroups

parallel those for previous NAEP assessments in other subject areas. On average, White students evidenced significantly more knowledge of both literature and U.S. history than did Black or Hispanic students. Students from the Northeast and Central regions of the country performed higher than did those from the Southeast or West, and students from rural or urban disadvantaged communities performed markedly less well than did those from advantaged urban communities. Enrollment in academic, general, and vocational/technical high school programs also seemed to be related to achievement, with students in the academic tracks performing significantly better than those in general programs, who in turn performed somewhat better than those in vocational and technical programs.

TABLE 1.6

Knowledge of Literature and U.S. History for Demographic Subgroups

	Percent	History	Literature
Nation		**285.0 (1.3)**	**285.0 (1.0)**
Race/Ethnicity			
White	76.9	290.8 (1.6)	289.9 (1.3)
Black	12.9	263.1 (1.2)	267.5 (1.2)
Hispanic	7.1	262.5 (1.5)	264.8 (1.6)
Gender			
Male	51.1	290.7 (1.5)	282.8 (1.3)
Female	48.9	279.0 (1.3)	287.3 (1.1)
Region			
Northeast	24.0	293.8 (2.8)	293.0 (2.9)
Southeast	21.0	278.4 (2.6)	282.6 (2.2)
Central	28.8	286.8 (3.3)	284.3 (2.1)
West	26.2	280.2 (1.1)	280.4 (1.0)
Size/Type of Community			
Rural	4.5	275.1 (3.5)	273.7 (3.3)
Urban Disadvantaged	5.3	262.0 (3.5)	265.2 (2.8)
Urban Advantaged	13.5	301.1 (3.1)	301.4 (2.9)
School Program			
Academic	52.3	298.8 (1.2)	298.7 (1.2)
General	37.8	271.4 (1.4)	271.7 (1.0)
Vocational/Technical	10.0	266.3 (2.5)	265.9 (1.6)

*Jackknifed standard errors are presented in parentheses.

An interesting aspect of subgroup performance concerns the relative performance of male and female students in the two subject areas. Young women demonstrated significantly more knowledge of literature and sig-

nificantly less knowledge of U.S. history than did young men. These results will be explored further in the next chapter.

Home Influences

Another set of questions included in the assessment asked about a variety of home background factors that can be expected to influence student achievement. These included questions about parents' levels of education, reading materials available in the home, parents living in the home, and mothers working outside the home. The results are summarized in TABLE 1.7.

TABLE 1.7

Knowledge of Literature and U.S. History for Home Background Factors*

	Percent	History	Literature
Parents' Level of Education			
No high school diploma	8.5	260.8 (1.3)	266.2 (1.6)
Graduated High School	27.2	273.8 (1.3)	273.4 (1.2)
Post High School	22.0	289.7 (1.5)	288.3 (1.5)
Graduated College	39.1	297.7 (1.6)	297.6 (1.4)
Reading Materials in the Home			
0-3 types	13.5	265.1 (1.7)	265.4 (0.6)
4 types	23.9	279.6 (1.6)	279.3 (1.3)
5 types	62.5	291.6 (1.3)	291.7 (1.1)
Parents Living at Home			
Both	78.4	290.5 (1.5)	290.3 (1.3)
One Parent	18.3	280.5 (1.4)	282.1 (1.2)
Neither	3.3	268.3 (3.6)	271.6 (3.1)
Mothers Working Outside the Home			
Full-Time	52.8	287.6 (1.2)	288.1 (1.2)
Part-Time	19.8	293.3 (2.4)	292.5 (2.5)
Not at all	24.7	286.3 (2.1)	286.2 (1.4)

*Jackknifed standard errors are presented in parentheses.

Again, the relationships between these factors and students' knowledge levels in literature and U.S. history resemble results from previous assessments in other subject areas. Students coming from homes with

well-educated parents, abundant reading materials, and two parents or guardians living at home perform on average significantly better than do their less advantaged peers. These effects seem quite general, influencing knowledge of history and knowledge of literature in similar ways.

The effects of mothers working outside the home are also consistent with results from previous assessments. Students whose mothers do not work outside the home achieve at about the same level as those whose mothers work full time, and only slightly less well than those whose mothers work part time outside the home.

Students whose mothers do not work outside the home achieve at about the same level as those whose mothers work full time. . .

Television and Homework

Television is often blamed when students are not reading much or are not doing well in their reading. If students are watching television, the argument goes, then they will not have time to pursue other, more worthwhile activities. Conversely, homework is usually considered beneficial to achievement—the more homework students do, the more likely they will perform well on tests of school achievement.

TABLE 1.8 summarizes the amounts of television and of homework reported by eleventh graders, as well as the relationships between these measures and their levels of knowledge in literature and U.S. history. Moderate television viewing was associated with performance above the national level for both subjects, while more extensive viewing was associated with lower levels of knowledge. About 9 percent of the students reported watching six or more hours of television each day—an excessive amount that was related to markedly poorer performance in both literature and U.S. history.

Students who reported having homework assigned performed substantially better than those (about 7 percent) who reported no assigned homework.

The amount of homework completed each day was also strongly related to achievement. In general, the more homework students reported that they completed, the higher their levels of knowledge in both literature and U.S. history. Students who reported having homework assigned performed substantially better than those (about 7 percent) who reported no assigned homework.

TABLE 1.8

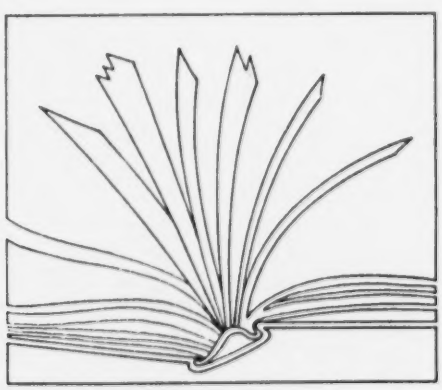
Knowledge of Literature and U.S. History for Amount of Television Viewing and Homework*

	Percent	History	Literature
Hours of TV Viewing Each Day			
0-2	47.1	291.3 (1.6)	289.8 (1.5)
3-5	43.8	282.1 (1.1)	283.2 (0.8)
6	9.1	267.0 (2.2)	270.4 (1.7)
Homework Each Day			
None assigned	6.8	265.1 (2.6)	265.4 (2.2)
Did not do it	9.6	281.1 (1.9)	277.7 (2.1)
½ hour only	18.0	285.5 (1.6)	284.2 (1.3)
1 hour	33.3	284.8 (1.3)	285.0 (1.0)
2 hours	19.8	288.7 (1.6)	289.9 (1.3)
Over 2 hours	12.5	293.7 (2.2)	295.8 (2.1)

*Jackknifed standard errors are presented in parentheses.

Summary

Results from the assessment of knowledge of literature and U.S. history suggest that the majority of high-school juniors have some common information upon which they can draw in both subject areas. The levels of knowledge vary much as they do in other subject areas—in relation to such demographic factors as race/ethnicity, socioeconomic status, and geographic region, as well as in relation to the home environment for learning and the amount of homework students do.



CHAPTER 2

Students' Knowledge of Specialized Topics

Literature and history are school subjects that invite students to take a personal interest in topics that are of relevance to their own lives. Black students may become particularly interested in Black history and literature, young women may focus on women's history and female authors, and students from a particular region may develop particular interests in regional authors and regional events. To explore the effects of such interests on student achievement, this chapter will focus on variations in levels of student knowledge when the assessment items are grouped to reflect several specialized topics.

Ethnic History and Literature

A number of items in the assessment dealt with aspects of Black or Hispanic history or literature. If Black students are particularly knowledgeable about content most related to their own culture and history, we would expect their performance on these items to be better on average, when compared with the performance of White or Hispanic students. Similarly, we might expect Hispanic students to do relatively well on items related to Hispanic history. The relevant data are summarized in TABLE 2.1.

TABLE 2.1
Average Percent Correct for Knowledge of Ethnic History and Literature

Topic (Number of Items)	Nation	Black Students	Hispanic Students	White Students
Black leaders (3)	63.3	73.2	52.6	62.6
Slavery and civil rights (11)	56.9	54.7	44.4	58.2
Civil War and Reconstruction (7)	43.3	32.6	34.1	45.5
Black literature (5)	45.6	56.7	44.9	44.1
Hispanic history (2)	65.3	50.2	67.6	67.3

The results suggest that students do know more about the history and literature of their own race and ethnic groups, but that these effects quickly weaken as the topics become more general. Black students did markedly better than White or Hispanic students on two of the three items that focused on Black leaders. Almost all of the Black students (92.4 percent) recognized Harriet Tubman as a leader in helping slaves escape, compared to 84.2 percent of the White students and only 66.7 percent of the Hispanic students. Similarly, 71.9 percent of the Black students knew that Martin Luther King, Jr. first achieved prominence in the civil rights movement for his participation in the Montgomery bus boycott in 1955, but only 45.6 percent of the White students and 38.8 of the Hispanic students knew this information. Slightly more than one-half of the Black, White, and Hispanic students (55.2, 57.9, and 52.2 percent, respectively) recognized Booker T. Washington as one of the first major spokespersons for Blacks.

The results suggest that students do know more about the history and literature of their own race and ethnic groups. . .

Although the national results were generally disappointing, Black students also did much better than White or Hispanic students on questions about literature by or about Black people ("I have a dream." *Invisible Man*, *Raisin in the Sun*, Langston Hughes, Richard Wright). For example, 52.8 percent of the Black students answered the question about Langston Hughes correctly, compared to 34.4 percent of the White students and 27.1 percent of the Hispanic students.

Generally, the national results for questions about slavery and civil rights were also disappointing. But here, Black students averaged slightly less well than did White students—though the gap in performance was much less than for other aspects of their knowledge of history—and Hispanic students averaged well below White students. For example, 61.4 percent of the eleventh graders knew that the *Plessy* v. *Ferguson* decision established the principle of "separate but equal" and 63.7 knew that the *Brown* v. *The Board of Education* decision declared public school segregation unconstitutional. However, about 10 percent more of the White students knew the substance of these landmark decisions than did their Black peers—66.4 compared to 55.5 percent for *Brown* v. *The Board of Education* and 64.9 compared to 53.6 for *Plessy* v. *Ferguson*. Of the Hispanic students, only 47.5 and 40.4 percent, respectively, knew about these two Supreme Court rulings. In contrast, 43.6 percent of the Black students knew the contents of the Emancipation Proclamation as compared to 36.3 percent of the White students and 40.2 percent of the Hispanic students. About the same percentage of Black students as White students knew the purpose of the Jim Crow laws (31.8 and 30.6 percent, respectively), what the Underground Railroad was (90.7 and 89.1 percent, respectively), and the focus of the civil rights movement (71.8 and 73.1 percent, respectively). In each case, these questions were answered correctly by fewer

Generally, the national results for questions about slavery and civil rights were also disappointing.

Hispanic students (20.8 for Jim Crow laws, 69.7 for the Underground Railroad, and 59.9 for the civil rights movement). On other questions about the Civil War and Reconstruction periods, Black students seemed to have no advantage at all; in fact they did less well on these items than did the Hispanic students.

Conversely, Hispanic students showed a greater degree of knowledge on two questions related to Hispanic history, doing better than Black students and just as well as their White classmates. Whereas 73.9 percent of the Hispanic students and 73.6 percent of the White students identified Texas as an area that gained independence from Mexico, only 53.7 percent of the Black students answered this question correctly. Similarly, 61.2 percent of the Hispanic students and 61.0 percent of the White students were aware that significant numbers of immigrants have come from Southeast Asia and Latin America in the 1970s and 1980s, compared to only 46.6 percent of the Black students.

Foundations of Western Literature

The literature assessment included a variety of items that assessed students' knowledge of works that serve as major sources of later allusions in Western literature, including biblical characters and stories, Shakespeare, and Greek and Roman myths, legends, and epics. The average performance on these items is summarized in TABLE 2.2, separately by race/ethnicity and by region of the country.

TABLE 2.2
Average Percent Correct for Knowledge of the Foundations of Western Literature

Topic (Number of Items)	Race/Ethnicity			
	Nation	White	Black	Hispanic
Biblical Characters and Stories (15)	66.8	67.9	64.0	61.0
Shakespeare (7)	68.4	70.4	59.6	62.6
Classical Myths, Legends and Epics (16)	56.6	58.5	48.5	49.4

On average, about two-thirds correctly answered questions about biblical characters and stories (e.g., Jonah, Job, the prodigal son, King Solomon, and Noah's Ark) and the results were similar for the set of questions about Shakespeare's works and characters (e.g., Romeo and Juliet, Macbeth, Hamlet, and Julius Caesar). More than half of the eleventh graders were also able to answer the set of questions based on classical myths, legends, and epics (e.g., Mars, Zeus, Atlas, Trojan War, Venus, Prometheus, Midas, and Odysseus).

There were, however, some interesting differences among the racial/ethnic groups and regions on items assessing knowledge of biblical characters and stories: White students did only slightly better than Black students, who in turn did slightly better than their Hispanic peers. The gap between the performance of White as compared to Black and Hispanic students was smaller for these items than for other aspects of their knowledge of literature. For example, comparable percentages of White (93.2), Black (89.0), and Hispanic (90.0) students recognized Moses; and the story of Cain and Abel was recognized by 68 percent of the White students, 64.3 percent of the Black students, and 62.8 percent of the Hispanic students.

Regional differences in knowledge of biblical references also differed from the overall pattern: For this set, students from the Southeastern states performed equally as well as those from other regions. These differences in performance reflect in part students' differing exposure to biblical texts. Fifty percent of Black students and 48 percent of the students from the Southeast reported that they have heard about or read stories from the Bible "a lot," compared with 38 percent for the nation as a whole.

Knowledge of Shakespeare, as well as of classical myths, legends, and epics, shows a more typical pattern of subgroup differences. White students display considerably more knowledge of both of these traditions, as do students from the Northeastern region.

Region			
Northeast	Southeast	Central	West
67.4	67.6	66.1	66.5
71.6	67.7	68.5	65.9
61.1	56.2	55.0	54.8

Gender Differences in Literature and U.S. History

Evidence persists that traditional sex roles and characteristic interests continue to affect school behavior and learning patterns. In this assessment, there were significant differences in the knowledge levels of males and females, with young men correctly answering more history assessment questions and young women correctly answering more of the literature questions. Since females traditionally tend to outperform males in literacy-related areas, their higher performance in literature is perhaps to be expected. In U.S. history, the difference in performance appears partially to result from gender-related interests in particular topics. As with students from other subgroups,

young men and young women have different interests, and their knowledge of particular topics is consistent with these interests.

As can be seen in TABLE 2.3, males did slightly better than females when the topics dealt with information about territorial expansion, wars, and foreign policy—events traditionally conducted primarily by men. Of the 33 such questions in the history assessment, about half related to World War II (e.g., countries participating; the leaders of those countries; Pearl Harbor; D-Day; the atomic bomb). The remaining items on which young men performed better than young women covered other wars and territorial expansion (e.g., Mexican War; War of 1812; Spanish-American War) as well as foreign policy issues (e.g., the Monroe Doctrine; isolationism; "Speak softly and carry a big stick"; and the Cold War).

TABLE 2.3

Average Percent Correct for Males and Females on Selected History Topics

Topic (Number of Items)	Nation	Male	Female
The Origins of the United States			
Exploration and Early Colonization (9)	52.1	53.9	50.2
Revolutionary War Era (11)	58.5	59.7	57.2
Constitution and the New Governments (8)	65.0	66.6	63.2
U.S. Social and Economic Developments			
Women's History (8)	52.6	52.6	52.6
Black History (13)	57.1	57.4	56.6
Other Social Trends and Movements (19)	49.9	50.7	49.0
International Affairs and Developments			
Territorial Expansion and Foreign Policy (16)	51.6	55.1	48.2
World War II (17)	69.4	74.3	63.4
People (23)	61.5	62.3	60.1
Documents (13)	53.6	54.0	53.0
Chronology (30)	52.7	55.9	47.1
Maps (12)	71.3	75.5	67.1

The national results for questions about international affairs and developments were quite varied, with the results for males and females reflect-

ing the previously discussed patterns. For example, although 50.9 percent of the eleventh graders answered the question about the Monroe Doctrine correctly, 53.3 percent of the males did compared to 48.4 percent of the females; and, although 64.6 of the eleventh graders knew that attacks by German submarines provoked the United States to enter the First World War, 69.4 percent of the males knew this compared to 60.0 percent of the females. Regarding World War II, 79.9 percent of the students knew that the first atomic bomb was dropped on Japan, but 85.7 percent of the young men knew this compared to 73.0 percent of the young women. Also, while 70.7 percent of the high-school juniors recognized that both Germany and Japan were major enemies of the United States during the Second World War, 80.6 percent of the males recognized this fact compared to 60.9 percent of the females.

. . .79.9 percent of the students knew that the first atomic bomb was dropped on Japan, but 85.7 percent of the young men knew this compared to 73.0 percent of the young women.

On questions about our nation's social history, the overall performance of eleventh graders was generally disappointing. For example, about three-fourths recognized Prohibition as a ban on liquor and recognized the Great Depression as a period of mass unemployment, but only 53.7 percent knew that women did not obtain the right to vote until 1920 and only 54.7 knew that Social Security was introduced in the 1930s as part of the New Deal.

On questions about social and economic history, females performed comparably to males. For example, their average performance on items related to women's history (e.g., factory work in World War II; Susan B. Anthony; Seneca Falls) was identical to that of males. They also did about as well on questions related to Black history (e.g., Emancipation Proclamation; Dred Scott decision; Martin Luther King, Jr.) and on questions related to social and economic developments that have affected both men and women equally (the Progressive movement; the Great Depression and New Deal legislation; immigration laws and patterns; and Medicare).

Young women also performed about as well as young men on items asking about people and about the contents of documents. In contrast, males performed somewhat better on items requiring knowledge of when things happened. They also had less difficulty than females on items which required map reading.

. . .only 53.7 percent knew that women did not obtain the right to vote until 1920. . .

Gender differences in the literature assessment are probably in part a reflection of the fact that females tend to read more than males (see Chapter 4, table 4.7). Young men, however, did do better than young women on questions about works that included a number of strong male characters (see TABLE 2.4). These included questions about Robin Hood, King Arthur, Samson, Captain Ahab, Atlas, and John F. Kennedy, as well as a question about who wrote *Call of the Wild.*

TABLE 2.4

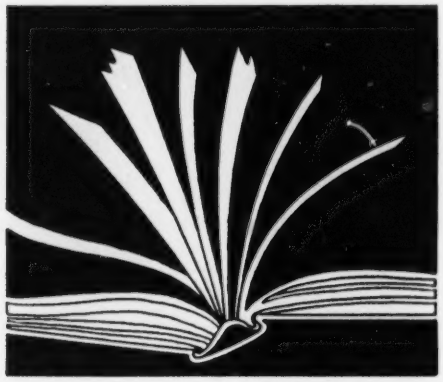
Percentage Correct on Topics of Special Interest to Males

Topic	Nation	Male	Female
Robin Hood	85.7	88.9	82.0
King Arthur	80.5	82.4	78.6
Samson	71.8	74.0	69.3
Captain Ahab	61.8	68.5	55.0
Atlas	61.1	66.3	55.9
Work by Jack London	62.5	64.7	60.4
John F. Kennedy quote	52.7	57.1	48.3

Summary

The results presented in this chapter make it clear that students' knowledge of literature and U.S. history is related to their traditionally acknowledged interests and cultural backgrounds. Thus, relative to their own overall performance and compared to that of other relevant groups, minority students were more likely to do better on items that reflected their particular cultures and histories; young women were more likely to do better on items that focused on the women's movement and issues of social welfare; and young men were more likely to do better on items that involved strong male characters, foreign policy, and other contexts in which men have traditionally been more likely to be involved. Such findings suggest that students' attention to information may be directly related to the links they can make between their own interests and life circumstances and the material presented to them at school.

. . .students' attention to information may be directly related to the links they can make between their own interests and life circumstances and the material presented to them at school.



CHAPTER 3

The Teaching of History

When examining what students know about history, it is important also to consider the coursework they have taken, the historical periods they have studied, and the instructional materials and approaches their teachers have used. All students in the assessment were asked about the recency of their coursework in U.S. history and about the periods they had studied. They were also asked questions about related coursework. Together, their responses provide a profile of the experiences juniors in high school have had in learning the information assessed, and an opportunity to study the relationships between instruction and students' levels of history knowledge.

Coursework in U.S. History

Recency of Coursework in U.S. History

Students' responses indicate that the amounts and kinds of coursework they have taken are positively related to the number of questions they answer correctly.

For example, when asked how long ago they had taken a U.S. history course, 78 percent of the eleventh graders assessed reported that they were currently enrolled in one, 19 percent reported having taken one a year or more ago, and 2 percent claimed never to have taken such a course

at all (see TABLE 3.1). Their knowledge levels reflect the recency of the coursework they report, with those presently taking a course having on average a higher level of knowledge of U.S. history than those who took a course more than a year ago, and those who have not taken a course performing the worst. Patterns of coursework in U.S. history were similar for White, Black, and Hispanic students. However, Black students were somewhat more likely and Hispanic students somewhat less likely than White students to be taking a U.S. history course at the time of the assessment. Although the minority students' knowledge levels are consistently lower than those of their White classmates, their performance shows a similar pattern in relation to having had a course in U.S. history. For each group, those who had taken a course had higher knowledge levels. The recency of the coursework, however, appeared to have no effect on the performance of Black students, compared to a substantial effect on the performance of Hispanic students.

Of the students in the upper quartile (top 25 percent) on the U.S. history scale, 81 percent were taking a course in U.S. history at the time of the assessment, while of those in the bottom quartile, only 73 percent were doing so. Similarly, 79 percent of students in an academic program were currently studying U.S. history, compared with 74 percent of those in a vocational program.

TABLE 3.1
Average U.S. History Knowledge Levels by Recency of Coursework*

	Taking Now		Taken One to Four Years Ago		Never	
	Percent	Knowledge Level	Percent	Knowledge Level	Percent	Knowledge Level
Nation	78.4	286.6 (1.3)	19.2	282.0 (2.3)	2.4	264.4 (4.6)
Academic	79.2	300.3 (1.3)	18.7	294.9 (2.8)	2.2	284.3 (4.9)
General	78.6	272.5 (1.5)	18.9	270.0 (1.9)	2.5	249.0 (6.5)
Vocational	74.1	267.7 (2.9)	22.5	265.0 (3.1)	3.5	241.8 (6.8)
Upper Quartile	81.4	334.5 (0.8)	17.3	332.9 (1.4)	1.3	330.1 (4.4)
Lower Quartile	73.3	232.9 (0.7)	22.3	231.8 (1.0)	4.4	224.5 (2.3)
White	78.2	292.1 (1.5)	19.5	287.9 (2.7)	2.3	274.5 (5.0)
Black	82.2	264.3 (1.4)	15.1	264.7 (3.5)	2.8	232.3 (5.7)
Hispanic	73.7	267.0 (1.8)	23.2	250.7 (2.7)	3.2	242.2 (10.1)

*Jackknifed standard errors are presented in parentheses.

Historical Periods Studied

To better understand patterns of performance, we can also examine the particular periods of history that students have studied. When they took the assessment, students were asked to identify the various eras in U.S. history that they had studied at any point since grade 9. Their responses, summarized in TABLE 3.2, indicate that they had studied some eras more than others. In general, they reported more exposure to early history than to more recent eras. For example, while 91 percent of the students reported that they had studied the period from the Revolutionary War to the War of 1812 at some point since grade 9, only 43 percent reported studying the era from post World War II to the present. Because most of the students were studying U.S. history at the time of the assessment, which took place between February and April, this suggests that U.S. history courses tend to be organized chronologically rather than structured by basing study of the past in the context of current issues. This also suggests that many students had not yet covered the more recent time periods in their courses.

General patterns of emphasis held true for all of the subgroups studied, although a decidedly smaller percentage of the students falling into the lowest quartile reported studying each of the historical periods than did students in the highest quartile.

TABLE 3.2
Percentage of Eleventh Graders Reporting Study of Historical Periods

	Exploration	Revolutionary War War of 1812	Territorial Expansion-Civil War	Reconstruction-WW I	WW I-WW II	WW II-Present
Nation	79.3	90.9	85.4	77.8	68.6	43.4
Academic	85.1	92.5	88.5	80.7	69.7	45.7
General	73.9	89.5	83.2	75.3	67.1	39.7
Vocational	69.9	88.5	78.3	73.0	68.4	44.8
Upper Quartile	90.5	94.5	92.9	86.0	72.6	48.5
Lower Quartile	63.1	84.7	73.0	68.8	65.5	37.5
White	81.0	91.3	86.7	79.2	69.5	45.3
Black	74.2	91.9	80.0	72.2	67.2	37.3
Hispanic	68.7	86.2	80.4	71.6	63.5	36.0

But to what extent is the number of historical periods studied related to performance? TABLE 3.3 presents the average levels of knowledge of history by the number of periods students reported having studied. For the nation as a whole as well as for the subgroups, the pattern is consistent: the more periods covered, the higher the knowledge levels of the students assessed.

TABLE 3.3
Average U.S. History Knowledge Level by Number of Historical Periods Studied*

	0-2 Periods		3-4 Periods		5-6 Periods	
	Percent	Knowledge Level	Percent	Knowledge Level	Percent	Knowledge Level
Nation	10.1	263.0 (2.3)	35.4	280.7 (1.4)	54.5	292.0 (1.5)
Academic	7.2	279.6 (2.5)	33.6	294.8 (1.6)	59.2	303.4 (1.5)
General	12.9	254.8 (3.1)	38.0	268.4 (1.8)	49.1	278.2 (1.4)
Vocational	13.9	250.0 (4.5)	35.1	262.3 (2.7)	51.0	273.4 (3.0)
Upper Quartile	4.5	329.5 (2.1)	30.1	333.5 (1.2)	65.5	334.8 (0.8)
Lower Quartile	19.0	229.4 (1.3)	40.1	231.7 (0.8)	40.9	234.1 (0.7)
White	9.0	270.1 (2.9)	34.1	286.7 (1.6)	56.9	296.7 (1.6)
Black	13.0	248.6 (3.2)	39.6	259.1 (1.4)	47.5	270.3 (1.8)
Hispanic	16.1	247.4 (3.7)	41.0	260.8 (3.2)	42.9	269.2 (2.5)

*Jackknifed standard errors are presented in parentheses.

History and Related Coursework

Students were also asked to indicate the specific courses they had taken in history and related fields. The results, summarized in TABLE 3.4, indicate that by far the largest percentage of students (95 percent) reported having studied U.S. history, followed by world history (62 percent). This reflects the fact that these courses are most often required for graduation. Civics, geography, and other social studies courses (e.g., economics and social problems), on the other hand, are often offered as electives or are not required until the twelfth grade, and they were reported by correspondingly fewer students.

TABLE 3.4
Percentage of Eleventh Graders Reporting History Coursework Taken Since Grade 9

	U.S./ American History	World/ Western History	Civics/ Govt.	Geography	Other Social Studies
Nation	95.5	62.0	45.6	42.9	47.5
Academic	96.4	67.8	46.7	42.8	45.6
General	95.2	57.0	43.6	44.3	51.1
Vocational	93.5	50.3	48.0	39.5	45.2
Upper Quartile	97.8	72.5	47.8	43.0	43.6
Lower Quartile	91.9	48.9	44.4	36.0	51.7
White	95.8	63.3	44.8	43.6	46.7
Black	95.5	56.5	52.6	40.6	51.0
Hispanic	94.0	57.1	44.1	41.3	48.7

A few differences are evident in the coursework reported by students in particular subgroups. In general, more students in the upper quartile reported having taken U.S. history, world history, civics, and geography. The course showing the largest differences was world history, which was reported to have been taken by nearly 73 percent of the students in the top quartile, but by only 49 percent of those in the bottom quartile. This is partially because students in academic or college preparatory programs were more likely to have taken world history than were their peers in general or vocational programs.

Students' knowledge of history was directly related to the amount of history and related coursework they had taken. Across the nation as a whole, 11 percent of the students claimed to have taken such courses for only a year or less, and their average knowledge level was 271. In comparison, 71 percent of the students claimed to have taken history and related courses between one and one half and three years, and this group had an average knowledge level of 286; another 18 percent had studied such courses for three and one half years or more, with an average knowledge level of 289. The results of the analyses were quite consistent: History coursework does make a difference in student performance, and these benefits hold for each of the subgroups studied.

Characteristics of Instruction

Means of Studying and Learning

The students were asked a variety of questions about class activities and instructional approaches (see TABLE 3.5). Their responses indicate that particular kinds of activities tend to predominate in history classes while others are used very little. The responses also suggest that although students are placed in different instructional tracks due to differing instructional needs, the patterns of instruction across tracks are surprisingly similar. There is little indication that different groups of students are receiving qualitatively different instruction in their U.S. history coursework. These findings, and exceptions to them, will be described below.

The emphasis on history textbooks is accompanied by an emphasis on memorization.

Students reported frequent use of textbooks: Textbooks were used at least weekly in 89 percent of the classrooms, and only 5 percent of the students reported that their class did not use a history text at all. These patterns were consistent across subgroups.

The emphasis on history textbooks is accompanied by an emphasis on memorization: Eighty-three percent of the students reported memorizing information for U.S. history class at least sometimes and 64 percent reported doing so at least once a week. This pattern was also relatively consistent across groups.

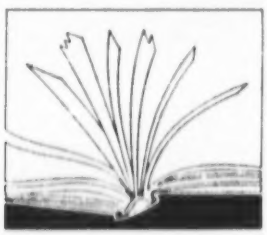


TABLE 3.5

Means of Learning and Studying History

Percentage of Eleventh Graders Reporting Approach Used at Least Some of the Time

	History Textbook	Memorize Information	Articles and Stories	Movies & Oral History	Use Documents	Write Long Reports	Visit Museum
Nation	95.3	82.7	82.9	84.2	55.5	32.0	7.0
Academic	96.2	85.0	84.2	85.5	59.6	33.0	5.6
General	94.4	80.8	81.8	82.5	50.1	29.9	7.8
Vocational	94.0	77.7	80.8	84.1	53.6	35.1	12.1
Upper Quartile	95.7	87.2	83.9	87.1	60.8	31.1	3.2
Lower Quartile	92.5	77.6	82.3	79.0	51.4	39.4	14.1
White	95.2	82.2	82.1	85.0	56.0	29.9	5.8
Black	96.2	86.5	86.1	79.4	53.8	38.6	11.8
Hispanic	94.2	82.1	86.2	82.6	51.3	38.5	11.0
Percentage of Eleventh Graders Reporting Approach Used At Least Weekly							
Nation	89.1	63.8	56.6	33.1	12.1	2.3	1.2
Academic	89.8	65.9	55.7	35.2	14.1	1.6	0.8
General	88.3	61.7	57.0	30.4	9.2	2.6	1.3
Vocational	87.9	63.1	61.0	32.5	12.0	5.3	2.8
Upper Quartile	88.4	67.5	52.2	37.3	14.4	0.7	0.4
Lower Quartile	87.7	60.0	63.1	27.7	11.1	5.4	3.4
White	88.5	62.5	54.1	34.0	11.0	1.8	1.0
Black	92.2	71.7	68.2	28.9	16.9	4.2	1.5
Hispanic	89.6	63.7	65.5	31.5	14.4	4.8	2.4

Only 32 percent of the eleventh graders reported that they ever wrote long reports for U.S. history class.

Just as memorization reflects a focus on facts to be remembered, the writing of long reports generally reflects a focus on the reasoned integration and reformulation of ideas, utilizing information rather than memorizing it for later recitation. Just how often do students have an opportunity to write long papers about the ideas they are learning in U.S. history class? Infrequently, at best. Only 32 percent of the eleventh graders reported that they ever wrote long reports for U.S. history class. This means a full 68 percent reported *never* writing such reports.

In addition to the emphasis on textbooks and memorization, more than half of the students also reported weekly use of supplementary materials such as stories, biographies, or articles about historical people and

events as part of their history instruction. Frequent use of such materials was differentiated somewhat, being reported more often by students in the lower quartile, by those in vocational programs, and by Black and Hispanic students. Such patterns may, in part, reflect teachers' concerns that the textbooks are inappropriate for these students, and consequently the need to provide more accessible supplementary material.

The use of original historical documents was somewhat less frequent than the use of stories and articles. Only 12 percent of the students reported using original sources every week, and about 44 percent reported that they never used them at all. This may reflect teachers' tendencies to avoid using original source documents because some primary materials, such as the Bill of Rights or the Declaration of Independence, are very difficult to read and interpret.

The use of movies is the other frequently used approach in U.S. history classrooms; one-third of the students reported that they see a film at least once a week. Movies can provide a way to capture the students' attention and present difficult information when texts are hard for the students to understand. If movies are being used in this way, however, it is surprising to find that more students in the top quartile report seeing movies at least once a week than do those in the bottom quartile. Perhaps movies are being used as ways to enhance learning and expand understanding even more than as ways to motivate reluctant learners or to reinforce textbook assignments for lower performing students.

Visits to a museum or exhibit occurred rarely; 93 percent of the students reported that they never made such visits with their class. However, slightly more students in general programs and even more in vocational programs reported going on trips. This is also the case for minority students and for those in the lowest quartile. Although the numbers are small, they may reflect an attempt by some teachers to use trips as ways to provide alternative educational experiences to those students who tend to perform most poorly in traditional programs, or who the teachers believe may be less likely to engage in such experiences on their own.

These reports of learning and studying suggest that there is only minor differentiation of approaches for different groups of students. Overall, instruction is dominated by the textbook and by the need for memorization, with some use of documents and other supplementary materials, and a surprisingly high use of instructional films.

Class Organization

Students were also asked to comment on how instruction was organized in their U.S. history classrooms: whether they had opportunities to engage in individual projects, small group discussions and analyses, and whole class lecture. As indicated in TABLE 3.6, more than half the students engaged in each type of activity some of the time, with whole class lecture being the most frequently reported form of organization. Variations in approaches used with different groups of students were minor, though White students and those in the top quartile were somewhat less likely to work in small groups than their lower performing counterparts.

TABLE 3.6
Class Organization

Percentage of Eleventh Graders Reporting Use at Least Some of the Time

	Individual Projects	Small Group Work	Whole Class Lecture
Nation	59.2	56.9	97.1
Academic	60.9	57.2	98.2
General	56.8	55.9	96.1
Vocational	59.5	60.1	95.3
Upper Quartile	60.9	53.3	98.8
Lower Quartile	58.8	59.7	94.8
White	58.3	55.4	97.2
Black	62.6	63.2	98.4
Hispanic	60.8	63.3	94.8

Evaluation and Feedback

The last set of questions relating to U.S. history instruction focused on evaluation and feedback. Student reports, summarized in TABLE 3.7, indicate that 71 percent of the students take tests about once a week. Again, there is some variation in patterns of testing for different groups of students, with slightly fewer academic track (and top quartile) students reporting weekly tests than did students in the other two tracks. In contrast, more Black and Hispanic students and those in the lowest quartile reported weekly tests.

Getting comments from their teacher was reported by about 75 percent of the students, but only 48 percent reported receiving such comments at

TABLE 3.7
Percentage of Eleventh Graders Reporting Types of Evaluation and Feedback in U.S. History

	Taking History Tests			Getting Comments from Teacher on Work		
	About Weekly	Monthly or Less	Never	At Least Weekly	Less than Weekly	Never
Nation	71.4	26.4	2.2	48.4	26.1	25.5
Academic	69.4	29.1	1.5	49.8	28.3	21.9
General	73.4	23.9	2.7	46.6	24.1	29.3
Vocational	74.4	21.4	4.2	48.4	22.6	28.9
Upper Quartile	67.4	31.9	0.6	48.6	32.3	19.2
Lower Quartile	72.2	22.8	5.0	51.4	20.0	28.5
White	70.3	27.6	2.1	45.3	28.1	26.6
Black	78.6	19.4	2.0	68.0	16.1	15.9
Hispanic	73.9	21.5	4.6	52.0	21.2	26.7

least once a week, and nearly 26 percent reported never receiving any comments at all. A higher percentage of Black and Hispanic students reported receiving weekly comments from their teacher than did White students. However, fewer students in academic programs and in the top quartile reported never receiving teacher comments, which suggests that teachers generally provide more feedback to the better students.

Summary

The students' descriptions of their coursework in history reflect a very traditional approach to instruction. The typical course relies heavily on a textbook, with only occasional use of supplementary readings or reference to original documents. Instructional films play a major role in many classrooms, with over a third of the students reporting that they see such films at least once a week. Students regularly are expected to memorize important information, and are tested frequently—often weekly—on what they have learned. Class time is spent listening to the teacher lecture, with some time for discussion and project work. The amount of instruction students reported having received was directly related to their performance on the assessment, whether the amount was measured in terms of years of coursework, number of historical periods studied, or time since last having taken a history course.

Instructional films play a major role in many classrooms. . .

CHAPTER 4

The Teaching of Literature

To better understand the relationship between patterns of instruction and students' knowledge about literature, students in the assessment were asked to respond to questions about the amount of class time spent on literature, about the approaches their teachers used in dealing with these works, and about their own reading for pleasure.

Emphasis on Literature

Time Spent on Literature

When asked how much time they spent on literature in their English classes, the majority of high school juniors indicated that literature received considerable emphasis in their classwork (TABLE 4.1). Overall, only 30 percent reported that they spent a quarter or less of their class time on literature, and 40 percent spent three-quarters or more of their class time on literature. The emphasis on literature varied considerably between groups, however. In academic or college-bound programs, 79 percent reported spending at least half their time on literature, compared with only 61 percent in general courses and 57 percent in vocational courses. Similarly, 82 percent of the students in the upper quartile spent at least half their class time on literature, compared with 57 percent of the students in the lower quartile.

TABLE 4.1
Average Literature Knowledge Levels by Percent of English Class Time Spent on Literature

	25 Percent or Less		About 50 Percent		75 Percent or More	
	Percent	Knowledge Level	Percent	Knowledge Level	Percent	Knowledge Level
Nation	29.9	271.9 (1.5)	30.6	283.2 (1.1)	39.5	296.6 (1.2)
Academic	21.0	286.4 (2.0)	29.0	294.0 (1.5)	50.0	306.7 (1.3)
General	38.8	264.5 (1.6)	32.3	273.9 (1.5)	28.9	278.6 (1.3)
Vocational	43.3	260.8 (2.5)	31.5	268.6 (2.4)	25.2	271.3 (2.9)
Upper Quartile	17.5	328.1 (1.3)	26.6	331.0 (1.2)	55.7	335.1 (0.9)
Lower Quartile	43.0	230.7 (1.1)	31.4	234.3 (1.1)	25.7	234.0 (0.9)
White	28.9	276.0 (1.8)	30.0	288.3 (1.4)	41.1	301.1 (1.3)
Black	32.9	261.6 (2.0)	33.2	264.6 (2.6)	33.9	275.4 (1.9)
Hispanic	36.3	255.5 (2.6)	30.6	263.8 (2.3)	33.2	273.4 (3.1)

*Jackknifed standard errors are presented in parentheses.

In general, time spent on literature was related to students' knowledge about literature. Overall, students who reported spending 25 percent or less of their time on literature had average knowledge levels of 272, compared with 297 for those students who reported spending 75 percent or more of their time in English class studying literature. A similar relationship between knowledge levels and time spent on literature is evident in each of the subgroups.

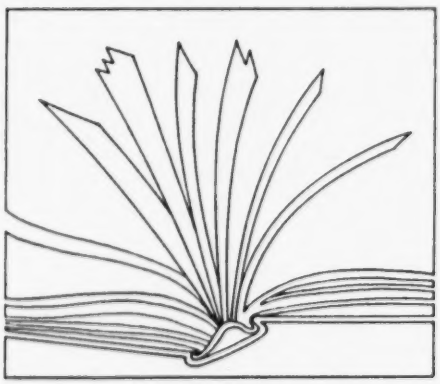
Kinds and Amount of Reading Students Are Asked to Do

Students were also asked about the kinds of reading they had been asked to do for their English coursework during the first half of their junior year. Their responses, summarized in TABLE 4.2, were consistent across groups. Short stories were read in the greatest proportion of classes (87.5 percent) and biographies were read in the least (53.8 percent), with poems, novels, essays, and plays falling in decreasing frequency in between. Variations between subgroups were few but consistent, with students in academic or college-bound programs being more likely to read novels, poems, plays, and essays.

TABLE 4.2
Percentage of Eleventh Graders Reporting Genres Read for English During First Half of School Year

	Short Stories	Novels	Poems	Plays	Essays	Biographies
Nation	87.5	76.3	76.6	64.1	71.8	53.8
Academic	87.4	80.5	79.5	66.5	74.5	55.5
General	87.9	71.3	73.8	62.2	67.2	51.7
Vocational	86.7	72.3	71.3	59.9	65.2	52.5
Upper Quartile	86.1	81.0	78.4	64.8	70.6	53.3
Lower Quartile	87.8	73.3	74.4	63.3	70.4	54.4
White	86.8	76.4	76.0	63.6	69.4	51.9
Black	89.9	76.1	80.5	68.5	76.0	59.2
Hispanic	90.4	74.6	76.3	63.0	74.7	60.6

Thus for the nation, those who do more reading perform better than those who are asked to do less.



Like time spent on literature, how much students were asked to read for English was related to how much they knew about literature (TABLE 4.3). For the group as a whole, students who reported being asked to do more reading tended to do better than those who reported being asked to do less reading. However, when the various subgroups are looked at separately, the relationships are much weaker. What seems to be happening is that better students are being asked to read more in the first place. Thus for the nation, those who do more reading perform better than those who are asked to do less. But if we look separately at better and poorer students, the amount of reading they are given may not make as much difference as the amount of class time devoted to literature. These results suggest that knowledge of literature can be fostered in many ways, including both broad reading of a larger number of works and intensive study of a smaller number.

TABLE 4.3

Average Literature Knowledge Levels By Number of Works Read for School*

	0-5 Works		6-10 Works		11-15 Works	
	Percent	Knowledge Level	Percent	Knowledge Level	Percent	Knowledge Level
Nation	14.6	277.9 (2.2)	13.5	280.4 (1.7)	18.3	285.7 (1.9)
Academic	11.4	294.5 (2.7)	11.7	294.7 (2.1)	17.6	300.4 (1.7)
General	17.9	268.5 (2.2)	14.6	271.2 (2.4)	19.4	271.2 (2.1)
Vocational	19.5	261.5 (4.0)	18.2	262.6 (2.9)	16.8	270.5 (3.6)
Upper Quartile	11.4	331.1 (2.2)	11.2	328.3 (1.9)	18.5	332.8 (1.2)
Lower Quartile	18.1	232.3 (1.4)	15.0	234.0 (1.1)	18.8	236.5 (1.3)
White	14.8	284.1 (2.6)	13.6	285.3 (1.8)	18.4	289.8 (2.3)
Black	13.1	259.7 (3.6)	12.8	262.5 (3.2)	16.7	267.8 (3.6)
Hispanic	16.0	250.3 (3.9)	12.6	259.0 (4.4)	18.0	267.2 (3.2)

*Jackknifed standard errors are presented in parentheses.

TABLE 4.3 (continued)
Average Literature Knowledge Levels By Number of Works Read for School

	16-20 Works		21-25 Works		26 Works or More	
	Percent	Knowledge Level	Percent	Knowledge Level	Percent	Knowledge Level
Nation	19.4	287.3 (1.7)	15.9	288.8 (1.6)	18.3	288.4 (1.2)
Academic	20.1	301.0 (1.7)	17.5	299.6 (1.7)	21.8	299.3 (1.5)
General	19.0	272.7 (1.9)	14.5	276.6 (1.8)	14.5	270.3 (2.8)
Vocational	17.2	264.8 (4.2)	13.5	266.9 (4.6)	14.8	270.6 (3.2)
Upper Quartile	20.3	331.7 (1.1)	17.9	331.3 (1.1)	20.7	332.5 (1.2)
Lower Quartile	17.0	235.7 (1.4)	14.4	236.3 (1.3)	16.8	235.2 (1.2)
White	19.9	292.0 (2.1)	15.7	293.8 (1.9)	17.6	293.6 (1.5)
Black	18.3	269.2 (2.7)	16.8	270.7 (3.3)	22.3	269.3 (2.5)
Hispanic	20.1	269.8 (3.7)	16.5	271.9 (3.5)	16.8	268.2 (4.4)

*Jackknifed standard errors are presented in parentheses.

Characteristics of Instruction

To better understand the characteristics of instruction in literature classes, the students were asked about the instructional activities they engaged in and the topics their teachers talked about.

Instructional Activities

Students were asked to indicate whether or not their teachers ever ask them to give opinions about what they had read; to write plot summaries; to write analyses of plot, characters, mood, setting, and use of language; or use other activities including movies, videotapes, or recordings of literary works.

Of these activities, the most frequent was asking students to discuss what they had read; this was reported by 81 percent of the students (TABLE 4.4). Though this activity was high in all groups, students in academic tracks or the upper quartile were somewhat more likely to be asked to discuss what they had read.

TABLE 4.4
Percentage of Eleventh Graders Reporting Teacher Use of Instructional Activity

	Discussion About What's Read	Writing Plot Summaries	Writing Literary Analysis	Other Activities (Movies, Videotapes, or Recordings)
Nation	80.9	58.3	60.6	67.2
Academic	83.8	56.9	65.0	71.3
General	79.3	59.8	56.0	63.0
Vocational	71.4	61.5	54.3	60.1
Upper Quartile	83.0	51.5	64.3	75.2
Lower Quartile	75.8	65.9	57.7	60.0
White	80.1	56.0	60.2	69.4
Black	85.8	69.8	64.1	59.4
Hispanic	81.6	66.3	59.0	56.4

Two questions were asked about the writing that students do for literature, one focusing on plot summary and the other on literary analysis. Such activities were considerably less frequent overall than discussions of what students had read; writing plot summaries was reported by 58 percent of the students and writing literary analyses by 61 percent. The types of writing assigned varied somewhat between groups of students, with students in general or vocational programs and those in the lower quartile being more likely to write plot summaries and their peers in the academic track or the upper quartile being more likely to write literary analyses.

As in U.S. history, a large percent of the students reported that they saw movies or videotapes or listened to recordings as part of their literature classes. Again, such approaches were slightly more prevalent in the academic track and among the students in the upper quartile of performance than among the other groups.

Topics Teachers Talk About

The students were also asked to indicate whether their teachers ever talked about a variety of aspects of literature, including the historical period in which an author wrote; author's style; plot and character development; themes, meanings and interpretations of a work of literature; and relationships between a work and students' experiences.

Students' responses, summarized in TABLE 4.5, indicate that teachers are far more interested in various types of literary analysis than they are in helping students relate what happens in literature to their own lives. Although at least 85 percent of the students reported that their teachers talked about plot and character development, themes and interpretations, and author's style and use of language, only 47 percent reported that their teachers talked about the relevance of the work they were studying to the students' own lives. The relative emphasis on these topics was comparable across groups of students, though students in the lower quartile were somewhat more likely than other students to report discussion about how works relate to their own experiences. Those in academic programs reported somewhat more emphasis on each of the topics than did other students, perhaps because their English teachers spent more class time on literature in general.

TABLE 4.5
Percentage of Eleventh Graders Reporting Topics Teacher Discusses

	Historical Periods	Author's Style	Plot & Character	Themes & Interpre-tations	Relevance to Student Experiences
Nation	76.2	85.4	86.9	86.4	46.7
Academic	84.5	91.5	90.2	92.1	49.2
General	67.0	79.6	83.6	80.8	43.5
Vocational	66.5	75.0	81.3	77.3	46.3
Upper Quartile	90.0	94.4	92.2	94.8	46.2
Lower Quartile	61.2	69.7	77.1	71.5	50.2
White	77.6	86.6	87.6	87.3	45.4
Black	73.5	82.4	87.2	84.8	53.8
Hispanic	64.7	77.5	79.0	80.7	48.3

Relationship Between Knowledge of Literature and Teachers' Approaches

While none of the approaches and emphases described in the previous two sections is "best," it is likely that the most effective instruction reflects a flexible variety in the topics and techniques that teachers use. To examine this, the students' level of knowledge of literature was related to their reports on the number of different approaches and possible topics for

TABLE 4.6

Average Literature Knowledge Levels by Teachers' Use of a Variety of Approaches of Literature

	Low		Moderate		High	
	Percent	Knowledge Level	Percent	Knowledge Level	Percent	Knowledge Level
Nation	27.7	274.3 (1.4)	37.4	290.9 (1.4)	34.9	291.8 (1.2)
Academic	20.8	290.9 (1.7)	38.0	302.3 (1.6)	41.2	302.9 (1.7)
General	34.9	264.4 (1.4)	36.9	278.8 (1.5)	28.3	274.4 (1.8)
Vocational	38.0	260.5 (2.7)	35.7	273.0 (2.4)	26.3	269.1 (2.4)
Upper Quartile	18.4	328.7 (1.4)	40.7	332.8 (1.1)	40.8	332.2 (1.1)
Lower Quartile	40.5	231.6 (0.9)	30.4	236.5 (1.0)	29.2	236.8 (1.0)
White	27.0	279.4 (1.8)	38.0	294.7 (1.5)	35.0	295.1 (1.5)
Black	28.1	258.2 (2.1)	34.6	272.1 (2.9)	37.3	275.3 (1.5)
Hispanic	35.4	251.8 (2.8)	34.4	270.4 (3.6)	30.2	279.9 (3.5)

*Jackknifed standard errors are presented in parentheses. Low was defined as 0-5 approaches, moderate as 6-7 approaches, and high as 8-9 approaches. For the nation, 28 percent of the students reported a low number of approaches, 37 percent moderate, and 35 percent high.

discussion used by their teachers. The results, presented in TABLE 4.6, show that students in classes with a moderate to high degree of variation in approaches and topics had the greatest degree of knowledge about literature, while those who reported little variety in approach and topic performed less well.

Reading for Pleasure

If literature instruction is effective, students should take pleasure in reading on their own, as well as in doing the reading that is assigned to them. To examine this, eleventh graders were asked about the kinds of reading they had done for pleasure during the first half of the school year. Their responses, summarized in TABLE 4.7, indicate that 83 percent of the students were doing at least some reading for pleasure. In general, females, students in the upper quartile, and those in an academic or college-bound program were slightly more likely to read on their own, but the differences are not large.

TABLE 4.7
Percentage of Eleventh Graders Reporting Reading Various Types of Literature for Pleasure During First Half of School Year

	Short Stories	Novels	Plays	Poems	Essays	Any Reading
Nation	63.6	59.8	28.1	54.4	38.2	83.2
Male	60.0	53.4	27.1	44.4	38.0	77.2
Female	67.4	66.4	29.1	64.7	38.6	89.3
Academic	62.9	65.7	26.3	55.6	40.9	85.4
General	64.2	53.4	29.4	54.0	35.0	81.3
Vocational	66.0	53.3	34.3	51.2	37.0	78.9
Upper Quartile	65.4	72.6	24.0	53.4	42.0	88.2
Lower Quartile	66.9	53.9	39.3	57.3	40.3	81.6
White	60.8	59.3	23.9	51.3	35.2	81.9
Black	73.1	62.1	48.3	69.4	49.8	89.0
Hispanic	72.8	60.5	37.8	61.4	44.7	85.9

Females reported more reading than did males—for all kinds of literature except essays and plays.

In reading for pleasure, students were somewhat more likely to choose short stories (64 percent) than other types of literature, though novels (60 percent) and poetry (55 percent) were also popular. Females reported more reading than did males—for all kinds of literature except essays and plays. Gender differences were particularly sharp for poetry, read for pleasure by 65 percent of the females compared with only 45 percent of the males. The better students, and those in academic programs, were somewhat more likely than other students to report reading novels for enjoyment, and somewhat less likely to read short stories. Poetry seemed to be relatively popular with students in all of the subgroups, and particularly so among Black students.

To what extent does the amount of reading that students do for enjoyment relate to their knowledge of literature? The relevant data are summarized in TABLE 4.8. For the nation as a whole, the relationship is quite strong, and this relationship is also evident among students in the top quartile in their knowledge of literature. For students in the bottom quartile, however, there seems to be no relationship between the amount of reading for pleasure and their knowledge of literature. Although the students were not asked to name the particular works that they were reading for pleasure, it is possible that the better-performing students were reading books related to those topics that figured prominently in the assessment, while the poorer-performing students were reading more popular works of lesser significance in the academic literary tradition.

TABLE 4.8

Average Literature Knowledge Levels by Works Read for Enjoyment During First Half of School Year

	0-Works		1-5 Works		6-10 Works	
	Percent	Knowledge Level	Percent	Knowledge Level	Percent	Knowledge Level
Nation	16.8	277.9 (1.2)	29.5	285.2 (1.3)	22.2	284.4 (1.5)
Academic	14.6	294.0 (1.6)	29.3	298.5 (1.5)	22.3	296.5 (1.7)
General	18.7	265.7 (1.9)	30.0	271.9 (1.8)	22.0	273.2 (2.1)
Vocational	21.1	262.4 (3.2)	27.9	267.9 (2.3)	22.3	264.2 (3.1)
Upper Quartile	11.8	326.0 (1.1)	29.0	328.8 (0.2)	20.6	331.2 (0.9)
Lower Quartile	18.3	234.6 (1.2)	27.9	235.8 (0.9)	22.7	234.6 (1.0)
White	18.2	280.9 (1.3)	30.5	289.6 (1.7)	22.1	289.1 (1.8)
Black	11.1	261.7 (2.9)	24.7	267.1 (2.6)	24.0	266.6 (2.4)
Hispanic	14.1	266.2 (5.2)	28.5	263.1 (3.0)	19.9	268.0 (3.4)

*Jackknifed standard errors are presented in parentheses.

Summary

The results presented in this chapter indicate that the teaching of literature remains at the center of most English classes: Seventy percent of the students reported that at least half of their class time was devoted to literature. The students' reports suggest that teachers stress a variety of traditional literary approaches, including attention to literary history, author's style, plot and character development, and themes and interpretations. Less attention appears to be given to drawing connections between a literary work and students' own experiences.

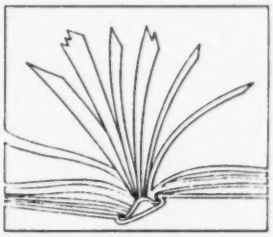
Classroom activities reflected a mixture of discussion and writing, with some differentiation of instruction for different groups of students. Students in academic programs spent more time in the study of literature

TABLE 4.8 (continued)
Average Literature Knowledge Levels by Works Read for Enjoyment During First Half of School Year

	11-15 Works		16 Works or More	
	Percent	Knowledge Level	Percent	Knowledge Level
Nation	15.6	288.5 (1.5)	15.9	290.3 (1.9)
Academic	16.6	300.7 (1.8)	17.2	304.4 (2.2)
General	14.7	273.3 (2.3)	14.6	274.9 (2.1)
Vocational	14.1	273.1 (4.3)	14.6	263.7 (4.6)
Upper Quartile	17.8	332.8 (1.6)	20.8	337.4 (1.3)
Lower Quartile	14.9	234.9 (1.5)	16.1	234.1 (1.4)
White	15.0	294.6 (1.9)	14.3	299.4 (2.6)
Black	16.4	268.4 (2.6)	23.9	269.7 (1.6)
Hispanic	19.8	266.4 (3.1)	17.7	260.8 (3.3)

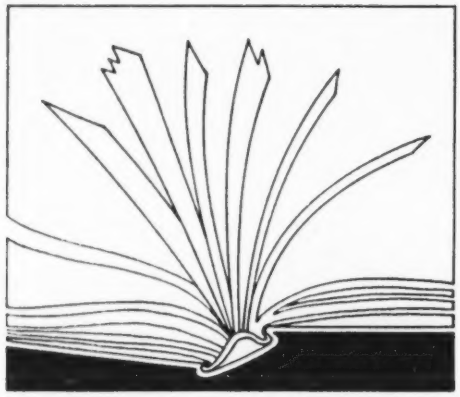
*Jackknifed standard errors are presented in parentheses.

Those who studied with teachers who emphasized a variety of topics and instructional approaches tended to perform better than those who were exposed to programs of more limited variety.



than did those in other programs, and they were also more successful in recalling the kinds of facts included in this assessment. Further, students in academic programs were involved in somewhat more discussion about what they read than were their classmates in other programs. Those in the upper quartile of performance also reported that they were more likely to write literary analyses and opinion papers than were students in other subgroups.

For all students, the teacher's instructional approach made a difference. Those who studied with teachers who emphasized a variety of topics and instructional approaches tended to perform better than those who were exposed to programs of more limited variety. However well they performed on the assessment, the large majority of students reported at least some reading for pleasure, suggesting that teachers do have a foundation of student interest upon which they can build.



General Background and the Development Process

PROCEDURAL APPENDIX

The National Assessment of Educational Progress (NAEP) is an ongoing, congressionally mandated project established to conduct national surveys of the educational attainments of young Americans. Its primary goal is to determine and report the status and trends over time in educational achievement. NAEP was created in 1969 to obtain comprehensive and dependable national educational achievement data in a uniform, scientific manner. Today, NAEP remains the only regularly conducted national survey of educational achievement at the elementary, middle, and high school levels.

Since 1969, NAEP has assessed 9-year-olds, 13-year-olds and 17-year-olds attending public and private school. In 1983, NAEP began sampling students by grade as well as by age. The results presented in this report are for students in the eleventh grade. In addition, NAEP periodically samples young adults. The subject areas assessed have included reading, writing, mathematics, science, and social studies, as well as citizenship, computer understanding, literature, art, music, and career development. Assessments were conducted annually through 1980 and have been conducted biennially since then. In addition to the literature and U.S. history knowledge surveys described herein, recent assessments have included reading, writing, mathematics, science, computer understanding and literacy. In the 1987-88 school year, NAEP will assess reading, writing, civics, U.S. history, and geography. All subjects except career development and computer understanding have been

reassessed to determine trends in achievement over time. To date, NAEP has assessed approximately 1,300,000 young Americans.

From its inception, NAEP has developed assessments through a consensus process. Educators, scholars, and citizens representative of many diverse constituencies and points of view design objectives for each subject area assessment, proposing general goals they feel students should achieve in the course of their education. After careful reviews, the objectives are given to item writers, who develop assessment questions appropriate to the objectives.

All exercises undergo extensive reviews by subject-matter and measurement specialists, as well as careful scrutiny to eliminate any potential bias or lack of sensitivity to particular groups. They are then administered to a stratified, multi-stage probability sample. The young people sampled are selected so that their assessment results may be generalized to the entire national population. Once the data have been collected, scored, and analyzed, NAEP publishes and disseminates the results. Its purpose is to provide information that will aid educators, legislators, and others to improve education in the United States.

To improve the utility of NAEP achievement results and provide the opportunity to examine policy issues, in recent assessments NAEP has collected information about numerous background issues: students, teachers, and school officials answer a variety of questions about demographics, educationally-related activities and experiences, attitudes, curriculum, and resources.

NAEP is supported by the U.S. Department of Education, Office for Educational Research and Improvement, Center for Education Statistics. In 1983, Educational Testing Service assumed the responsibility for the administration of the project, which had previously been administered by the Education Commission of the States. NAEP is governed by an independent, legislatively defined board, the Assessment Policy Committee.

Sampling, Data Collection, and Scoring

All NAEP assessments are based on a deeply stratified, three-stage sampling design. The first stage of sampling entails defining primary sampling units (PSUs)—typically counties, but sometimes aggregates of small counties; classifying the PSUs into strata defined by region and community type; and randomly selecting PSUs. For each age level, the second stage entails enumerating, stratifying, and randomly selecting schools, both public and private, within each PSU selected at the first stage. The third stage involves randomly selecting students within a school for participation in NAEP. Some students sampled (less than 5 percent) are excluded because of limited

English proficiency or severe handicap. In 1984, NAEP also began collecting descriptive information about excluded students.

Groups of students are assembled for assessment sessions, with each session lasting about one hour. As part of NAEP's design, the entire 1985-86 assessment battery was divided into blocks of approximately 15 minutes each, and each student was administered a booklet containing three blocks as well as a six-minute block of background questions common to all students.

History and literature items were included in four of the 96 booklets administered to students at grade 11/age 17 in the 1986 assessment. Each of the four booklets contained one block of history questions, one block of literature questions, and one block of reading questions. The history blocks each consisted of 34 to 36 content items and a common set of 25 history background and attitude items; the literature blocks contained 30 to 31 content items as well as 42 literature background and attitude items. All the literature and U.S. history questions were multiple-choice.

The four booklets containing the history and literature blocks were spiraled with the remaining NAEP booklets. This procedure cycled the booklets for administration so that typically no two students in any assessment session received the same booklet.

Thus a matrix sampling procedure was used for these four booklets, with no student administered more than one booklet. However, a nationally representative independent sample of nearly 2,000 eleventh grade students responded to each booklet, and a total of 7,812 eleventh graders were included in the analyses for both literature and U.S. history knowledge. (Because NAEP samples students by age as well as grade, the public use data tape available for use by researchers also includes student responses for a representative sample of 17-year-olds.)

NAEP assessments are always administered using a well-trained, professional data collection staff. NAEP's subcontractor responsible for data collection is WESTAT, Inc. Quality control is provided through site visits by NAEP and WESTAT staffs.

Students responded in booklets that permitted machine scanning. Scoring was done with particular care given to quality control procedures.

Analysis and IRT Scaling

After NAEP data were scored, they were weighted in accordance with the population structure and adjusted for nonresponse. Analyses included computing the percentages of students giving various responses and using item

response theory (IRT) technology to estimate knowledge levels for the nation and various subpopulations. IRT methods were used to derive a history scale and a literature scale. As with the NAEP reading scale, these scales range from 0 to 500. For both the literature and U.S. history scales, the mean and standard deviation were set to 285 and 40, respectively. These values were chosen to be similar to the mean and standard deviation for eleventh graders on the 1983-84 reading scale.

The main purpose of IRT analysis is to provide a common scale on which performance can be compared across groups and subgroups whether tested at the same time or a number of years apart. It allows NAEP to estimate performance for any group or subgroup even though all respondents did not take all the exercises in the NAEP pool. Because the students responding to the literature and U.S. history questions received one of four non-overlapping sets of items for each of the two subject areas, it was necessary to make the assumption that the four blocks of items within a subject area were equivalent samples of the content domain. This assumption was reasonable, since the blocks were constructed to be parallel, and it was supported by item analysis results. Because of the relatively large number of literature and U.S. history items administered to each student, reasonably precise estimates of knowledge levels could be obtained for individual respondents.

Estimating Variability in NAEP Measures

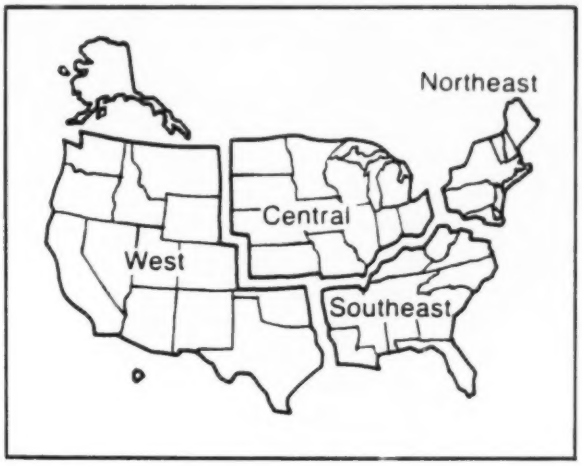
The standard error, computed using a jackknife replication procedure, provides an estimate of sampling reliability for NAEP measures. NAEP uses the jackknife methodology to estimate the sampling variability of all reported statistics, because conventional formulas for estimating standard errors of sampling statistics are inappropriate for use with NAEP's complex sampling procedures. The standard error is composed of sampling error and other random error associated with the assessment of a specific item or set of items. Random error includes all possible nonsystematic error associated with administering specific exercise items to specific students in specific situations. The estimated population mean $\pm$ 2 standard errors represents a 95 percent confidence interval. It can be said with 95 percent certainty that the performance of the population of interest is within this interval. (For a complete description of the jackknife methodology see *Implementing the New Design: The NAEP 1983-84 Technical Report.*)

NAEP Reporting Groups

NAEP does not report results for individual students. It only reports performance for groups of students. In addition to national results, this report contains information about subgroups defined by sex, race/ethnicity, region of the country, and achievement quartiles. Definitions of these groups follow.

Region

The country has been divided into four regions: Northeast, Southeast, Central and West. States included in each region are shown on the following map.



Gender

Results are reported for males and females.

Race/Ethnicity

Results are presented for Black, White, and Hispanic students. Results are based on student self-reports of their racial/ethnic identity according to the following categories: White, Black, Hispanic, Asian American or Pacific Islander, American Indian or Alaskan Native, and Other. The sample sizes were insufficient to permit separate reliable estimates for the other subgroups defined by race/ethnicity. However, all students are included in computing the national estimates of performance levels.

Quartiles

The upper quartile presents average performance for students who were in the top 25 percent on the knowledge level scale; the lower quartile presents average performance for those in the bottom 25 percent.

Additional Background Factors

In addition to the standard NAEP reporting variables of region, gender, and race/ethnicity and the performance quartile variable, NAEP asked students a number of background questions. Students in both the literature and U.S. history assessments were asked about 50 questions concerning their

school program, the courses they had taken, and their home environment including reading materials in the home, level of parents' education, television watching, the time spent on homework, the family composition in the home, and the number of hours worked in a part time job.

Those in the U.S. history assessment were also asked about 50 questions concerning their coursework related to U.S. history, the topics they had studied, and the type of instruction they had received. In addition to reporting the results of some of these individual questions, NAEP developed two composite variables based on these questions—"years of history and related courses" and "number of historical periods studied." NAEP initiated the process of developing these composite variables by conducting a factor analysis of the results of the 50 questions.

The students in the literature assessment were asked approximately 100 additional questions about their reading habits, the works they read for school and on their own, their courses, and the type of instruction they received. Parallel to the analysis methods used with the U.S. history data, a factor analysis was conducted of the literature background questions. In addition to results to some individual questions, the report contains information about "number of works read for school," "number of works read on own," and "number of litaracy activities in classroom."

A Note About Interpretations

Interpreting the results—attempting to put them into a "real world" context, advancing plausible explanations of effects, and suggesting possible courses of action—will always be an art, not a science. No one can control all the possible variables affecting a survey. Also, any particular change in achievement may be explained in many ways or perhaps not at all. The interpretative remarks in this report represent the professional judgments of NAEP staff and consultants and must stand the tests of reason and the reader's knowledge and experience. The conjectures may not always be correct, but they are a way of stimulating the debate that is necessary to achieve a full understanding of the results and implement appropriate action.

THE NATION'S REPORT CARD naep

DATA APPENDIX

This data appendix describes only the central topics of the literature and U.S. history items used in the assessment. The full text of these items has not been published because some of them will be used in future assessments.

Literature Assessment—Grade 11

DESCRIPTION	TOTAL	MALE	FEMALE	WHITE	BLACK	HISPANIC	GENERAL	ACADEMIC	VOCATIONAL
Noah's Ark	94.0 (0.6)	91.4 (1.0)	96.4 (0.6)	95.7 (0.6)	88.4 (2.4)	84.7 (4.4)	90.0 (1.4)	97.4 (0.6)	91.6 (2.2)
Moses	92.3 (1.0)	92.6 (1.1)	92.1 (1.1)	93.2 (1.2)	89.0 (1.9)	90.0 (2.2)	90.4 (1.5)	95.0 (1.0)	85.7 (2.7)
Romeo & Juliet	89.7 (1.2)	86.7 (1.6)	93.1 (1.5)	91.1 (1.3)	83.9 (3.4)	86.5 (4.4)	83.6 (2.4)	95.3 (0.9)	83.5 (3.7)
I have a dream	88.1 (0.9)	86.9 (1.5)	89.4 (1.0)	87.7 (1.0)	92.7 (1.8)	86.0 (2.9)	82.5 (1.7)	92.8 (0.8)	84.8 (2.8)
Hamlet	87.8 (0.8)	86.6 (1.3)	89.0 (0.9)	89.5 (1.0)	84.1 (2.0)	81.0 (3.3)	83.7 (2.0)	92.0 (1.1)	82.3 (3.0)
A Christmas Carol	87.2 (0.9)	83.5 (1.5)	90.9 (1.1)	89.9 (0.9)	79.7 (2.9)	71.2 (5.0)	79.4 (1.9)	94.6 (0.9)	79.4 (3.6)
Zeus	86.7 (0.8)	86.2 (1.1)	87.2 (1.1)	88.5 (0.7)	81.7 (1.9)	77.5 (3.6)	82.2 (1.4)	91.9 (0.9)	76.9 (3.9)
Alice in Wonderland	86.1 (1.1)	80.9 (2.0)	91.2 (1.2)	87.3 (1.2)	78.7 (2.2)	84.8 (3.0)	81.5 (1.8)	90.2 (1.1)	82.6 (2.8)
Robin Hood	85.7 (1.1)	88.9 (1.1)	82.0 (2.0)	89.1 (1.1)	75.4 (2.4)	71.3 (3.2)	84.9 (1.6)	89.0 (1.2)	72.6 (3.4)
Cinderella	85.1 (0.9)	78.9 (1.4)	91.4 (0.8)	86.9 (1.0)	80.5 (2.3)	78.2 (3.7)	83.2 (1.8)	87.9 (1.1)	77.0 (3.9)
Robinson Crusoe	83.6 (1.3)	84.1 (1.4)	83.2 (1.4)	88.5 (1.4)	63.7 (2.8)	69.1 (4.1)	78.1 (1.8)	90.4 (1.5)	70.9 (4.3)
Psalm 23	82.4 (0.9)	79.7 (1.4)	85.0 (1.3)	82.8 (1.0)	86.1 (2.9)	70.7 (4.5)	78.6 (1.9)	85.9 (1.3)	78.1 (2.8)
Huckleberry Finn	80.5 (1.4)	77.7 (1.8)	83.8 (1.4)	83.5 (1.4)	70.1 (3.8)	65.9 (3.8)	75.8 (2.3)	85.4 (1.4)	73.9 (2.7)
Merlin the Magician	80.5 (1.0)	82.4 (1.5)	78.6 (1.2)	83.2 (1.2)	68.3 (3.9)	68.2 (2.9)	72.4 (1.6)	88.6 (1.1)	70.2 (3.9)
Genesis	79.5 (1.4)	76.0 (1.6)	82.9 (1.5)	80.9 (1.7)	76.2 (2.5)	71.9 (2.8)	74.7 (2.4)	85.2 (1.6)	67.3 (3.4)
Plato and Aristotle	79.0 (0.8)	78.3 (1.6)	79.7 (1.0)	82.0 (0.9)	68.9 (3.8)	62.6 (4.2)	67.1 (1.6)	89.2 (1.1)	72.9 (4.1)
David and Goliath	78.0 (1.3)	82.4 (1.6)	73.6 (1.7)	81.5 (1.6)	61.6 (3.3)	68.9 (4.0)	69.0 (2.8)	85.6 (1.3)	70.0 (3.8)
Rip van Winkle	76.3 (1.0)	73.5 (1.7)	79.1 (1.0)	79.9 (1.2)	68.1 (3.0)	54.7 (3.7)	70.2 (2.1)	81.3 (1.7)	73.1 (4.3)
Edgar Allan Poe	75.2 (1.5)	72.6 (1.7)	78.2 (1.8)	78.2 (1.5)	67.5 (3.9)	57.8 (4.9)	67.7 (2.4)	83.1 (1.4)	62.7 (4.7)
Julius Caesar	74.9 (1.6)	74.7 (2.2)	75.1 (1.9)	77.0 (1.8)	64.1 (2.6)	69.4 (3.5)	71.9 (2.6)	78.4 (1.6)	66.2 (4.2)
Juliet	74.2 (1.4)	71.4 (1.5)	76.9 (2.1)	76.1 (1.6)	62.6 (2.6)	70.1 (4.9)	67.1 (2.0)	80.7 (1.7)	67.4 (3.7)
Gettysburg Address	73.9 (1.2)	73.0 (1.9)	74.9 (1.8)	77.7 (1.2)	65.6 (3.9)	54.2 (4.3)	66.8 (2.3)	81.4 (1.3)	63.4 (4.2)
Frankenstein	73.8 (1.4)	73.4 (1.9)	74.1 (2.0)	75.2 (1.7)	67.7 (2.8)	66.3 (4.9)	67.5 (2.2)	80.6 (1.6)	61.7 (4.2)
Uncle Tom's Cabin	73.4 (1.4)	71.2 (1.8)	75.5 (1.9)	75.8 (1.6)	69.3 (3.4)	57.5 (3.7)	66.8 (2.9)	79.5 (1.3)	64.4 (4.4)
The Odyssey	73.0 (1.1)	69.5 (1.4)	77.1 (1.8)	75.7 (1.2)	60.6 (3.7)	60.9 (4.5)	66.3 (2.1)	77.8 (2.1)	73.6 (4.0)
Charles Dickens	72.7 (1.3)	69.4 (1.5)	76.5 (1.9)	76.3 (1.4)	62.2 (3.4)	49.7 (3.8)	66.5 (2.7)	80.2 (1.5)	58.7 (3.4)
Lucifer	72.3 (1.5)	71.8 (1.8)	72.8 (1.9)	74.1 (1.7)	61.0 (3.4)	75.3 (3.5)	66.3 (2.7)	78.1 (1.7)	62.7 (4.4)
King Arthur	72.0 (1.3)	70.5 (1.3)	73.5 (2.1)	74.4 (1.4)	62.1 (3.4)	65.9 (3.4)	67.9 (2.3)	76.7 (1.9)	61.3 (4.4)
Samson	71.8 (1.2)	74.0 (1.6)	69.3 (1.5)	72.0 (1.3)	71.5 (3.9)	70.5 (3.4)	71.1 (1.7)	74.0 (1.9)	63.2 (4.5)
Judas	69.5 (1.7)	69.2 (2.0)	69.9 (1.9)	70.7 (1.5)	68.4 (3.0)	65.0 (6.8)	62.9 (2.4)	75.8 (2.0)	61.2 (5.1)
Emily Dickinson	69.3 (1.2)	67.5 (1.4)	71.3 (2.0)	70.2 (1.4)	67.1 (3.0)	61.3 (4.4)	65.5 (1.7)	72.3 (1.5)	70.1 (3.3)
The Tortoise and the Hare	67.7 (1.6)	65.1 (2.5)	70.6 (1.8)	70.8 (1.7)	54.6 (3.7)	52.8 (4.3)	62.1 (2.6)	74.4 (1.1)	54.3 (4.4)
Cain and Abel	67.3 (1.2)	62.4 (2.0)	72.1 (1.8)	68.0 (1.4)	64.3 (3.5)	62.8 (3.9)	62.2 (2.4)	73.8 (1.9)	51.8 (4.0)
Sherlock Holmes	67.2 (1.4)	68.7 (1.4)	65.8 (2.0)	68.7 (1.7)	62.4 (2.8)	63.8 (3.2)	65.1 (2.3)	69.7 (1.8)	62.3 (4.1)

Jackknifed standard errors are presented in parentheses.

Literature Assessment—Grade 11

DESCRIPTION	TOTAL	MALE	FEMALE	WHITE	BLACK	HISPANIC	GENERAL	ACADEMIC	VOCATIONAL
Annabel Lee and **The Raven**	67.0 (1.5)	64.5 (2.4)	69.5 (1.7)	71.1 (1.9)	54.0 (3.5)	45.8 (4.2)	58.3 (2.2)	74.5 (1.6)	63.0 (4.3)
Venus	66.5 (1.3)	66.0 (1.6)	67.0 (2.1)	68.1 (1.5)	57.2 (3.5)	58.6 (4.9)	62.8 (2.6)	70.4 (1.6)	60.0 (4.0)
The Declaration of Independence	65.7 (1.3)	64.4 (2.0)	67.2 (1.4)	67.5 (1.4)	60.4 (2.8)	52.2 (4.0)	57.4 (2.2)	74.6 (1.6)	51.7 (4.2)
Preamble to the Constitution	65.7 (1.4)	64.0 (1.8)	67.6 (1.8)	67.7 (1.8)	64.6 (2.8)	49.1 (4.4)	58.5 (2.3)	74.0 (1.6)	50.3 (3.2)
Our Town by Thornton Wilder	65.6 (1.0)	66.2 (1.8)	65.0 (2.2)	69.2 (1.4)	51.0 (4.0)	51.7 (3.8)	59.2 (2.5)	72.1 (1.5)	55.9 (4.3)
Aesop s **Fables**	65.3 (1.4)	62.8 (1.8)	67.8 (1.9)	68.3 (1.9)	53.9 (2.5)	51.5 (4.4)	58.7 (2.4)	72.6 (1.4)	50.4 (5.2)
Pandora s Box	64.0 (1.5)	62.9 (1.7)	65.2 (2.0)	64.2 (1.7)	61.7 (3.3)	66.4 (3.0)	59.0 (2.5)	69.2 (1.8)	55.3 (4.2)
For Whom the Bell Tolls	63.2 (1.3)	61.0 (2.2)	65.8 (1.5)	65.9 (1.3)	53.8 (3.6)	52.1 (4.3)	57.8 (2.5)	69.3 (1.5)	52.4 (4.4)
Jack London	62.5 (1.0)	64.7 (2.0)	60.4 (1.7)	66.7 (1.3)	44.7 (3.7)	47.0 (5.9)	55.9 (2.3)	69.4 (1.8)	51.3 (4.9)
Robert Frost	62.5 (1.4)	60.4 (2.2)	64.6 (2.1)	65.2 (1.4)	52.2 (3.9)	53.1 (4.1)	57.2 (2.1)	67.1 (1.7)	57.3 (4.1)
Captain Ahab	61.8 (1.1)	68.5 (2.3)	55.0 (1.6)	64.6 (1.3)	52.2 (2.9)	52.8 (3.8)	58.4 (1.4)	64.3 (1.5)	60.0 (2.9)
Gulliver's Travels	61.7 (1.4)	63.8 (1.9)	59.6 (1.8)	62.5 (1.7)	53.3 (2.6)	61.3 (4.9)	54.9 (2.4)	67.8 (1.6)	55.1 (3.8)
The Red Badge of Courage	61.6 (1.4)	58.3 (2.2)	64.9 (1.9)	62.5 (1.8)	63.0 (2.8)	53.8 (4.1)	57.2 (1.9)	66.5 (2.2)	54.7 (4.2)
Atlas	61.1 (1.7)	66.3 (2.5)	55.9 (1.8)	62.7 (2.2)	50.7 (2.8)	59.6 (4.0)	55.1 (2.7)	67.0 (2.0)	51.4 (3.6)
King Solomon	61.0 (1.2)	57.9 (1.8)	64.6 (1.9)	60.8 (1.5)	64.6 (3.4)	55.1 (3.6)	57.9 (2.0)	64.3 (1.9)	54.8 (3.8)
The Iliad	60.6 (1.8)	58.9 (2.2)	62.4 (2.2)	64.0 (2.2)	49.0 (2.8)	43.0 (4.2)	50.8 (2.2)	69.1 (2.5)	50.4 (5.3)
Jonah	60.2 (1.3)	62.7 (1.8)	57.7 (1.4)	62.9 (1.5)	50.0 (3.6)	43.6 (4.0)	53.2 (1.8)	66.5 (2.0)	51.5 (4.1)
Tom Sawyer	59.8 (1.2)	61.6 (1.8)	57.9 (2.0)	62.6 (1.6)	45.4 (2.3)	55.6 (4.3)	56.3 (1.7)	64.6 (1.9)	48.4 (4.4)
Midas	59.5 (1.7)	56.7 (1.8)	62.8 (2.4)	62.4 (1.9)	52.3 (3.3)	42.0 (3.8)	52.3 (2.7)	66.4 (2.1)	50.8 (4.0)
The Scarlet Letter	59.4 (1.9)	56.0 (2.2)	62.7 (2.3)	61.1 (2.5)	53.5 (3.6)	49.3 (5.5)	55.1 (2.4)	64.1 (2.3)	51.2 (3.9)
To Kill a Mockingbird	59.1 (1.4)	55.7 (1.8)	62.3 (2.0)	63.3 (1.4)	41.6 (3.6)	49.3 (4.7)	53.9 (1.9)	64.1 (2.0)	52.5 (4.6)
A Tale of Two Cities	59.0 (1.3)	57.4 (2.5)	60.5 (1.5)	59.9 (1.5)	58.2 (2.4)	50.2 (3.5)	55.2 (2.3)	62.0 (2.0)	56.4 (4.1)
Henry Wadsworth Longfellow	58.8 (1.1)	56.2 (1.9)	61.3 (1.8)	61.7 (1.5)	52.2 (2.8)	44.7 (4.1)	58.0 (1.6)	61.5 (1.9)	49.7 (3.5)
"All we have to fear is fear itself"	57.2 (1.9)	57.0 (2.0)	57.5 (2.4)	58.0 (2.3)	51.8 (3.2)	54.4 (2.8)	55.9 (2.7)	60.2 (2.2)	46.1 (3.8)
Shakespeare s **Sonnets**	57.0 (1.2)	53.5 (2.2)	60.6 (2.0)	60.2 (1.5)	44.5 (2.8)	47.1 (4.2)	49.9 (2.5)	64.7 (1.7)	41.8 (4.5)
The Prodigal Son	56.5 (1.7)	54.9 (2.1)	58.1 (1.9)	57.8 (2.0)	53.8 (2.8)	46.5 (2.8)	49.9 (2.3)	61.3 (2.1)	54.7 (3.7)
Mars	56.2 (1.4)	58.1 (2.3)	54.2 (2.0)	60.2 (1.6)	38.8 (3.0)	41.0 (3.3)	47.5 (2.6)	65.2 (1.8)	39.8 (4.3)
"I have nothing to offer but blood"	55.7 (1.5)	54.6 (2.6)	56.9 (1.9)	59.3 (1.6)	46.6 (4.4)	35.4 (6.8)	48.2 (2.3)	61.9 (1.9)	53.5 (3.9)
Arthur Miller	53.7 (1.9)	53.0 (2.3)	54.3 (2.1)	55.6 (2.1)	47.3 (3.1)	43.4 (4.8)	49.3 (2.6)	59.5 (2.3)	38.4 (4.4)
A Raisin in the Sun	53.2 (1.8)	50.6 (1.9)	55.8 (2.3)	51.9 (2.2)	63.8 (2.9)	51.8 (3.3)	48.5 (2.6)	56.7 (2.3)	49.8 (2.8)
"Ask not what your country can do for you"	52.7 (1.2)	57.1 (2.2)	48.3 (1.8)	54.2 (1.3)	47.2 (3.0)	45.5 (4.2)	46.1 (2.4)	57.8 (1.5)	50.4 (3.8)
Jason and the Golden Fleece	52.5 (1.4)	55.5 (1.8)	49.2 (2.1)	53.4 (1.8)	48.8 (4.3)	49.3 (3.6)	48.3 (2.4)	55.6 (1.9)	53.1 (4.2)
The Great Gatsby	51.7 (1.8)	47.1 (2.4)	56.4 (2.2)	55.7 (2.2)	35.3 (3.4)	38.0 (3.8)	39.9 (2.1)	62.7 (2.1)	35.3 (5.0)
Oedipus	51.7 (1.6)	48.9 (2.0)	54.5 (2.0)	53.6 (1.9)	41.0 (2.5)	46.7 (4.0)	45.9 (2.1)	57.7 (2.3)	40.3 (4.0)
Achilles' heel	51.5 (1.1)	51.8 (1.8)	51.1 (1.5)	52.7 (1.4)	48.7 (2.7)	40.9 (4.7)	46.2 (1.9)	55.7 (1.9)	49.2 (3.4)
Daedalus & Icarus	50.2 (1.9)	53.7 (2.6)	46.1 (2.3)	51.5 (2.3)	42.8 (3.7)	52.6 (4.5)	48.4 (2.6)	52.7 (2.7)	43.0 (3.2)
Odysseus	49.8 (1.9)	48.4 (2.2)	51.2 (2.1)	50.9 (2.3)	48.8 (2.9)	42.0 (4.3)	41.6 (1.4)	57.8 (2.6)	39.7 (3.9)
Byron, Keats, and Wordsworth	48.1 (1.2)	47.2 (2.1)	49.1 (1.8)	49.9 (1.2)	40.6 (3.9)	42.6 (4.4)	42.5 (2.3)	52.4 (1.6)	46.6 (5.8)
Julius Caesar	48.0 (1.9)	48.5 (2.0)	47.5 (2.5)	49.9 (2.3)	37.2 (3.3)	44.1 (4.4)	41.0 (3.1)	54.3 (2.6)	42.7 (4.7)
Don Quixote	47.9 (1.8)	48.3 (2.0)	47.5 (2.5)	49.9 (2.1)	34.0 (3.1)	49.2 (2.8)	42.7 (2.4)	53.9 (2.4)	37.7 (3.7)
Macbeth	47.3 (2.1)	44.9 (2.0)	49.5 (3.0)	49.1 (2.5)	40.8 (3.2)	40.1 (3.8)	46.2 (2.6)	50.2 (2.9)	34.7 (5.3)

DESCRIPTION	TOTAL	MALE	FEMALE	WHITE	BLACK	HISPANIC	GENERAL	ACADEMIC	VOCATIONAL
"To everything there is a season"	46.7 (1.2)	42.8 (1.8)	51.2 (2.1)	45.6 (1.4)	54.0 (4.1)	48.5 (4.0)	43.4 (2.2)	48.2 (1.3)	50.9 (4.0)
Beowulf	45.8 (2.1)	49.0 (2.7)	42.0 (2.5)	48.1 (2.3)	38.8 (4.0)	37.4 (4.2)	36.2 (2.7)	54.4 (3.0)	36.3 (4.0)
"With malice toward none"	45.7 (1.1)	43.9 (1.8)	47.5 (1.6)	47.3 (1.4)	41.7 (4.3)	41.0 (5.1)	40.8 (1.8)	51.4 (1.9)	34.7 (3.9)
T. S. Eliot	45.4 (1.7)	44.7 (2.3)	46.2 (2.1)	48.3 (2.1)	31.7 (2.6)	39.3 (4.5)	39.5 (2.0)	50.1 (2.7)	43.6 (3.5)
Trojan War	45.4 (1.4)	46.6 (2.3)	44.3 (1.5)	46.8 (1.5)	32.8 (2.7)	40.8 (5.5)	37.3 (2.1)	53.2 (2.1)	38.3 (5.3)
Poor Richard's Almanack	43.6 (1.5)	44.6 (2.1)	42.6 (2.3)	45.6 (2.1)	35.9 (2.8)	29.4 (3.8)	35.9 (2.2)	49.5 (2.1)	38.9 (5.0)
Nathaniel Hawthorne	43.3 (1.4)	40.2 (1.7)	46.4 (1.7)	44.9 (1.6)	37.2 (3.0)	38.5 (3.9)	36.6 (2.0)	49.2 (1.8)	38.8 (4.4)
The Old Man and the Sea	43.0 (1.4)	45.5 (1.9)	40.3 (1.8)	46.3 (1.9)	31.6 (2.4)	26.1 (3.5)	36.9 (2.4)	48.0 (1.9)	38.5 (3.5)
Walden	42.9 (1.5)	39.2 (2.0)	46.7 (1.5)	44.3 (1.9)	39.7 (4.0)	33.3 (3.9)	32.7 (1.8)	52.8 (2.1)	29.0 (4.0)
Paradise Lost	41.2 (1.2)	37.5 (1.8)	45.0 (2.0)	42.3 (1.7)	34.9 (2.5)	38.5 (5.6)	35.8 (2.0)	47.1 (2.1)	32.3 (3.4)
Walt Whitman	40.2 (1.7)	42.6 (2.5)	37.7 (1.8)	41.2 (2.0)	40.0 (3.4)	30.6 (5.1)	34.6 (2.1)	45.4 (2.6)	34.5 (3.6)
Grapes of Wrath	39.7 (1.6)	42.6 (2.6)	36.8 (1.9)	41.3 (1.6)	29.8 (4.2)	32.9 (3.2)	33.1 (1.9)	44.8 (1.9)	35.9 (3.5)
Antigone	39.1 (1.3)	40.1 (2.0)	38.3 (1.7)	40.2 (1.7)	35.8 (3.5)	38.6 (6.0)	37.4 (2.5)	41.1 (1.8)	35.4 (3.6)
"Things fall apart"	38.9 (1.5)	41.2 (2.2)	36.6 (2.0)	39.6 (1.7)	34.4 (2.9)	38.3 (5.5)	37.8 (2.5)	38.8 (2.0)	43.0 (3.6)
Prometheus	38.5 (1.3)	39.9 (1.5)	37.2 (1.8)	41.2 (1.5)	24.9 (3.2)	30.7 (4.6)	29.3 (1.8)	47.2 (1.9)	26.4 (4.3)
Pride and Prejudice	38.0 (1.4)	33.2 (1.8)	42.9 (1.8)	39.5 (1.5)	30.5 (2.9)	31.0 (3.9)	30.3 (2.2)	44.0 (1.6)	34.3 (3.6)
Wuthering Heights	37.9 (1.1)	31.0 (1.5)	45.0 (2.1)	41.4 (1.3)	22.2 (2.9)	23.7 (3.0)	30.8 (2.0)	46.1 (1.7)	21.6 (3.4)
Pygmalion	37.5 (1.2)	35.2 (2.0)	39.8 (1.7)	39.0 (1.4)	34.5 (3.8)	26.3 (3.2)	32.6 (2.4)	42.0 (1.7)	31.2 (4.3)
The patience of Job	37.2 (1.4)	33.4 (1.7)	41.0 (1.9)	37.9 (1.6)	40.2 (4.3)	30.1 (5.3)	32.2 (2.2)	42.0 (1.6)	32.2 (3.3)
Walter Mitty	36.6 (1.5)	38.5 (2.0)	34.7 (2.1)	38.1 (1.7)	33.3 (3.5)	26.7 (4.0)	31.0 (2.0)	41.6 (1.5)	30.6 (4.2)
Langston Hughes	36.2 (1.5)	35.7 (1.9)	36.8 (1.8)	34.4 (1.7)	52.8 (3.4)	27.1 (4.2)	29.2 (1.8)	42.4 (2.5)	29.8 (3.2)
Canterbury Tales	36.1 (1.5)	32.7 (2.1)	39.7 (1.7)	38.6 (1.8)	26.6 (3.1)	21.9 (2.9)	27.4 (2.3)	44.0 (2.0)	26.0 (3.8)
Billy Budd	35.9 (1.5)	36.5 (2.4)	35.2 (1.8)	36.4 (1.8)	29.9 (4.0)	32.6 (3.4)	33.8 (2.8)	38.3 (1.9)	29.8 (4.0)
The novel **1984**	35.5 (1.7)	38.9 (2.2)	31.6 (2.2)	36.9 (1.8)	28.3 (4.5)	28.5 (2.9)	25.5 (1.6)	45.5 (2.1)	21.5 (2.7)
Lord of the Flies	35.3 (1.8)	35.6 (1.9)	35.0 (2.8)	37.6 (2.2)	20.2 (3.9)	27.9 (4.6)	26.5 (2.2)	42.2 (2.6)	31.0 (3.9)
Herman Melville and Joseph Conrad	34.7 (1.6)	35.1 (2.2)	34.2 (2.0)	37.1 (2.0)	23.9 (3.0)	22.4 (4.2)	27.2 (2.0)	43.1 (2.3)	20.4 (2.7)
Sodom and Gomorrah	33.4 (1.3)	34.2 (1.8)	32.6 (1.6)	33.9 (1.5)	30.7 (2.6)	31.1 (3.4)	31.0 (1.9)	36.6 (2.5)	25.1 (3.2)
William Faulkner	33.3 (1.5)	35.2 (2.3)	31.1 (1.9)	33.5 (1.6)	32.4 (3.3)	30.7 (4.3)	37.4 (2.1)	30.6 (1.9)	32.7 (4.5)
The Divine Comedy	32.8 (1.7)	31.5 (2.4)	34.2 (1.5)	35.0 (1.9)	19.5 (2.0)	32.6 (3.0)	27.9 (2.0)	37.7 (2.1)	26.7 (4.5)
Richard Wright	32.3 (1.7)	30.5 (2.0)	34.2 (2.2)	29.1 (1.9)	50.2 (3.9)	35.0 (4.1)	29.9 (1.8)	33.2 (2.1)	36.5 (3.9)
D. H. Lawrence	28.7 (1.3)	28.3 (1.7)	29.2 (1.5)	26.4 (1.2)	37.7 (3.8)	37.1 (4.5)	29.9 (2.3)	27.2 (1.5)	32.0 (4.2)
Willa Cather	28.2 (1.3)	22.5 (1.5)	33.8 (2.0)	29.8 (1.5)	23.4 (3.4)	18.7 (3.0)	22.4 (1.9)	33.8 (1.8)	21.4 (3.4)
Tennessee Williams	27.6 (1.9)	27.3 (2.4)	27.8 (2.2)	29.3 (2.2)	18.8 (3.0)	20.8 (3.5)	21.7 (2.3)	33.0 (2.6)	22.6 (4.6)
Ernest Hemingway	27.3 (0.9)	24.2 (1.4)	30.5 (1.3)	27.4 (1.2)	25.7 (2.3)	28.3 (3.6)	25.6 (1.4)	29.2 (1.5)	25.0 (2.9)
Thomas Hardy	24.4 (1.1)	25.5 (1.8)	23.3 (1.2)	22.7 (0.9)	30.7 (4.1)	30.2 (5.4)	24.9 (1.4)	25.2 (1.6)	19.5 (2.7)
The Catcher in the Rye	22.5 (1.3)	21.8 (1.8)	23.2 (1.6)	24.4 (1.7)	14.8 (3.0)	19.2 (4.2)	17.3 (1.7)	28.0 (1.9)	15.2 (2.8)
Henry James	21.9 (1.6)	24.3 (1.8)	19.4 (1.9)	21.2 (2.1)	22.7 (2.9)	32.9 (3.1)	25.4 (2.9)	19.0 (1.6)	25.0 (4.4)
Henrik Ibsen	20.3 (1.4)	19.5 (1.7)	21.4 (1.6)	19.9 (1.4)	20.7 (4.2)	18.8 (3.4)	18.6 (1.4)	22.8 (2.0)	13.9 (2.6)
Joseph Conrad	19.3 (0.9)	16.8 (1.4)	21.8 (1.3)	19.1 (1.0)	16.4 (2.4)	21.0 (3.1)	15.9 (1.5)	22.3 (1.5)	14.9 (3.5)
The Invisible Man	18.3 (1.2)	19.5 (1.7)	17.2 (1.3)	17.2 (1.2)	23.9 (4.3)	24.5 (4.7)	15.5 (1.8)	20.0 (1.7)	21.1 (3.3)

Jackknifed standard errors are presented in parentheses.

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Literature Assessment—Grade 11

DESCRIPTION	TOTAL	MALE	FEMALE	WHITE	BLACK	HISPANIC	GENERAL	ACADEMIC	VOCATIONAL
Crime and Punishment	171 (0.8)	176 (1.5)	166 (1.0)	181 (1.0)	135 (2.0)	117 (3.0)	151 (1.4)	191 (1.3)	151 (2.6)
James Joyce	156 (1.1)	178 (1.5)	134 (1.3)	159 (1.2)	124 (2.5)	164 (3.2)	142 (1.4)	173 (1.5)	113 (2.4)
Tocqueville	155 (1.0)	146 (1.2)	165 (1.8)	165 (1.2)	122 (1.9)	96 (2.6)	164 (2.0)	169 (1.1)	51 (1.8)
Eudora Welty and Flannery O Conner	144 (1.0)	140 (1.5)	148 (1.3)	135 (1.0)	190 (3.1)	151 (2.8)	155 (1.5)	138 (1.4)	133 (2.8)
William Blake	136 (0.9)	136 (1.4)	135 (1.2)	154 (1.1)	61 (1.3)	91 (2.3)	114 (1.4)	168 (1.3)	63 (1.7)
Pilgrim's Progress	134 (0.8)	132 (1.0)	136 (1.3)	143 (1.0)	114 (1.6)	96 (2.5)	96 (1.4)	168 (1.2)	102 (2.6)

History Assessment—Grade 11

DESCRIPTION	TOTAL	MALE	FEMALE	WHITE	BLACK	HISPANIC	GENERAL	ACADEMIC	VOCATIONAL
Thomas Alva Edison	95.2 (0.6)	95.4 (0.8)	94.9 (0.9)	97.0 (0.5)	90.6 (2.5)	89.0 (2.9)	93.5 (1.1)	97.3 (0.5)	90.6 (2.4)
Location of Soviet Union	92.1 (1.0)	93.2 (1.1)	90.9 (1.2)	94.5 (1.0)	78.8 (3.0)	87.9 (2.8)	90.8 (1.8)	95.2 (0.7)	80.0 (3.9)
Alexander Graham Bell	91.1 (0.9)	88.7 (1.3)	93.5 (1.1)	92.4 (0.9)	90.5 (1.4)	80.8 (3.0)	88.5 (1.6)	93.9 (0.9)	86.2 (2.8)
General dates Washington s Presidency	87.9 (0.8)	89.3 (1.3)	86.5 (1.2)	90.1 (0.9)	79.5 (2.3)	77.2 (3.1)	84.1 (2.0)	92.2 (0.9)	80.1 (2.6)
Location of Italy	87.7 (1.2)	88.4 (1.6)	86.9 (1.4)	90.9 (1.4)	69.6 (3.2)	83.4 (3.8)	84.1 (2.1)	92.7 (0.9)	73.4 (4.0)
Underground Railroad	87.5 (1.2)	86.6 (1.5)	88.4 (1.4)	89.1 (1.4)	90.7 (1.9)	69.7 (4.3)	82.8 (1.8)	92.4 (1.4)	82.2 (2.1)
Adolf Hitler	87.4 (1.0)	88.8 (1.1)	86.1 (1.5)	89.4 (1.1)	83.1 (1.6)	73.1 (5.4)	83.4 (1.8)	91.2 (1.1)	84.1 (3.7)
Thomas Jefferson	87.4 (0.9)	86.7 (1.4)	88.3 (1.6)	90.6 (0.8)	75.9 (3.9)	75.3 (3.2)	83.4 (1.4)	92.5 (1.1)	76.9 (3.8)
The Assembly Line	87.2 (1.2)	87.5 (1.5)	86.7 (1.4)	90.0 (1.2)	79.4 (2.4)	74.4 (4.9)	83.2 (1.6)	92.7 (1.0)	74.8 (4.0)
Location of original 13 states	84.8 (0.9)	88.4 (1.1)	80.6 (1.2)	87.7 (0.9)	73.6 (2.6)	71.2 (3.3)	78.6 (1.7)	90.0 (1.1)	81.9 (3.2)
Ku Klux Klan	83.9 (1.3)	84.2 (1.6)	83.5 (1.6)	85.4 (1.5)	82.1 (1.6)	71.2 (4.1)	80.0 (2.2)	88.1 (1.2)	77.0 (3.8)
Harriet Tubman	83.8 (1.2)	82.8 (1.7)	84.9 (1.3)	84.2 (1.4)	92.4 (1.7)	66.7 (5.7)	76.5 (2.6)	89.7 (1.1)	82.0 (3.1)
Bill of Rights	81.3 (1.2)	80.1 (1.7)	82.7 (1.4)	82.4 (1.6)	76.2 (4.1)	74.2 (4.9)	77.1 (1.8)	86.2 (1.3)	71.8 (4.2)
Location of Rocky Mountains	81.3 (1.2)	83.3 (1.6)	79.3 (1.4)	82.5 (1.5)	76.5 (2.6)	75.0 (3.7)	80.3 (1.6)	82.5 (1.7)	80.5 (3.0)
Pearl Harbor	80.0 (1.2)	84.9 (1.4)	74.9 (1.8)	81.7 (1.3)	75.0 (3.3)	68.7 (4.1)	75.5 (2.2)	84.0 (1.7)	74.4 (4.2)
First atomic bomb	79.9 (1.3)	85.7 (1.5)	73.0 (1.9)	84.4 (1.0)	59.0 (3.5)	67.4 (4.7)	75.0 (1.7)	86.2 (1.3)	66.0 (4.8)
Washington commanded American Army	79.2 (1.4)	83.1 (1.7)	75.4 (2.0)	83.7 (1.4)	60.0 (3.6)	66.1 (3.7)	74.4 (2.1)	84.9 (1.5)	67.3 (3.7)
Winston Churchill	78.1 (1.3)	80.8 (1.6)	75.2 (1.6)	81.0 (1.6)	62.2 (2.7)	66.4 (3.6)	70.2 (2.8)	85.1 (1.2)	68.4 (4.3)
Advent of the TV	78.1 (1.3)	80.4 (1.4)	75.4 (1.9)	81.5 (1.6)	66.9 (3.4)	62.7 (3.8)	74.2 (2.5)	83.3 (1.4)	65.7 (3.4)
Watergate	77.4 (1.2)	81.1 (1.8)	73.7 (1.4)	79.4 (1.4)	73.2 (2.9)	59.7 (4.7)	68.5 (2.2)	85.9 (1.9)	67.3 (3.8)
During WWII women worked in factories	77.3 (1.1)	80.3 (1.4)	74.2 (1.6)	81.2 (1.3)	65.1 (2.6)	54.9 (4.4)	71.4 (1.8)	82.6 (1.9)	69.2 (3.6)
Location of West Germany	76.1 (1.3)	82.3 (1.5)	69.7 (1.7)	81.0 (1.5)	52.0 (3.9)	64.4 (4.7)	68.8 (2.6)	83.3 (1.6)	65.1 (2.9)
Jamestown	76.1 (1.4)	75.9 (1.9)	76.4 (1.7)	78.2 (1.6)	69.9 (3.5)	60.8 (3.6)	69.9 (2.4)	81.9 (1.5)	69.1 (4.0)
Charles Lindbergh	76.1 (1.5)	81.1 (1.9)	70.2 (1.7)	80.2 (1.9)	62.3 (2.9)	56.5 (4.0)	70.4 (2.5)	82.5 (1.4)	64.8 (4.7)
The Holocaust	75.8 (1.4)	75.4 (2.0)	76.2 (1.5)	80.1 (1.5)	57.5 (3.2)	61.2 (4.8)	69.7 (2.0)	83.5 (1.3)	59.5 (4.6)
The Great Depression	75.1 (1.3)	76.7 (1.6)	73.5 (1.7)	77.4 (1.6)	64.9 (3.2)	70.8 (3.8)	70.2 (2.1)	80.3 (1.4)	66.9 (4.6)
Prohibition	74.6 (1.4)	76.1 (1.7)	73.1 (2.0)	79.1 (1.6)	56.0 (3.8)	56.6 (5.3)	65.1 (2.7)	83.9 (1.3)	59.3 (3.4)

DESCRIPTION	TOTAL	MALE	FEMALE	WHITE	BLACK	HISPANIC	GENERAL	ACADEMIC	VOCATIONAL
General dates: the Great Depression	72.2 (1.3)	79.2 (1.5)	65.4 (1.9)	77.4 (1.4)	50.6 (3.7)	54.6 (4.3)	63.0 (2.0)	81.1 (1.6)	60.2 (3.6)
Opposition to the Vietnam War	72.1 (1.5)	77.7 (1.9)	65.6 (1.8)	74.0 (1.9)	61.3 (3.1)	67.2 (4.0)	65.2 (2.5)	80.1 (1.7)	57.1 (4.3)
The Civil Rights Movement	71.7 (1.4)	71.6 (1.7)	71.8 (1.6)	73.1 (1.7)	71.8 (2.4)	59.9 (4.1)	63.2 (1.8)	80.2 (2.2)	62.1 (3.8)
Gold Rush and Movement West	71.3 (1.1)	76.3 (1.5)	66.4 (1.7)	74.5 (1.3)	57.0 (3.1)	61.8 (4.4)	66.0 (1.7)	75.7 (1.4)	68.4 (3.5)
Area that won independence from Mexico	71.0 (1.4)	75.0 (1.4)	66.9 (2.4)	73.6 (1.7)	53.7 (2.2)	73.9 (3.3)	65.5 (2.2)	76.2 (1.6)	66.2 (4.3)
U.S. enemies during WWII	70.7 (1.6)	80.6 (1.7)	60.9 (2.2)	75.0 (1.8)	50.8 (3.0)	59.5 (4.4)	63.1 (2.2)	78.3 (2.1)	61.2 (4.6)
General dates: End of WWII	70.7 (1.5)	77.7 (2.3)	63.7 (1.9)	72.3 (1.6)	61.6 (3.9)	71.6 (2.9)	63.1 (1.9)	76.2 (1.9)	72.1 (3.0)
Plantation Economy	70.7 (1.4)	72.7 (1.8)	68.7 (1.5)	73.1 (1.3)	65.7 (2.7)	55.5 (4.8)	63.5 (1.8)	77.9 (1.5)	58.5 (4.6)
Policy toward American Indians	70.5 (1.1)	71.7 (1.8)	69.3 (1.4)	73.3 (1.3)	60.4 (2.9)	58.8 (4.1)	63.8 (2.8)	78.1 (1.0)	56.5 (3.3)
Location of Mississippi River	70.3 (1.2)	76.6 (1.8)	64.1 (1.6)	74.4 (1.3)	51.0 (2.7)	60.1 (4.5)	64.9 (2.3)	76.3 (1.4)	58.1 (3.5)
Location of Great Britain	70.2 (1.4)	76.6 (1.8)	63.8 (1.4)	75.7 (1.6)	44.2 (3.4)	54.2 (5.2)	60.6 (2.9)	79.4 (1.2)	57.7 (5.3)
Most Americans were farmers during colonial period	69.7 (1.6)	73.8 (2.0)	65.6 (2.1)	70.0 (1.9)	70.1 (2.3)	64.8 (4.9)	66.3 (2.5)	73.2 (1.8)	63.6 (4.2)
Secession	69.7 (1.1)	67.4 (1.8)	72.3 (1.7)	74.4 (1.5)	49.2 (3.9)	49.0 (3.5)	61.5 (1.9)	79.5 (1.4)	50.2 (3.3)
Susan B. Anthony	68.9 (1.3)	68.3 (1.6)	71.9 (1.9)	70.0 (1.5)	63.6 (4.2)	61.4 (3.2)	60.4 (1.9)	76.9 (1.7)	59.9 (3.2)
General dates: Christopher Columbus	68.1 (1.2)	71.6 (1.7)	64.1 (2.3)	72.6 (1.4)	47.1 (3.7)	54.6 (3.8)	60.1 (2.3)	76.5 (1.5)	56.2 (4.4)
The Emancipation Proclamation	68.0 (1.8)	69.0 (2.3)	66.9 (1.9)	69.3 (2.0)	67.8 (3.9)	50.5 (4.3)	58.6 (1.8)	77.4 (2.0)	56.1 (4.4)
General dates: the Declaration of Independence	67.8 (1.3)	72.6 (1.6)	63.1 (1.6)	70.1 (1.4)	57.3 (4.4)	57.1 (5.0)	56.7 (2.3)	78.3 (1.4)	54.7 (3.6)
Impact of the Declaration of Independence	67.6 (1.3)	71.3 (1.7)	63.9 (2.0)	71.6 (1.5)	49.4 (2.8)	53.1 (4.2)	58.0 (1.9)	75.7 (1.7)	62.9 (3.8)
Stamp Act	67.3 (1.3)	65.2 (2.0)	69.3 (1.6)	71.1 (1.3)	55.1 (3.1)	44.5 (5.2)	56.4 (2.6)	77.3 (1.5)	56.4 (3.2)
U.S. Policy toward Europe after WWII	67.2 (1.3)	69.9 (1.8)	64.4 (1.9)	68.8 (1.6)	63.3 (3.6)	58.0 (2.7)	62.4 (2.8)	72.4 (1.9)	57.5 (3.5)
Location of France	65.8 (2.1)	70.0 (2.0)	61.4 (2.7)	69.1 (2.5)	46.4 (2.0)	61.3 (4.4)	61.0 (3.1)	71.1 (2.2)	55.0 (4.5)
Influence of German submarines on WWI	64.6 (1.4)	69.4 (2.2)	60.0 (1.7)	66.7 (1.9)	63.3 (4.0)	48.9 (5.2)	60.0 (2.3)	69.3 (1.8)	58.1 (3.4)
General dates: Watergate	64.5 (1.5)	71.1 (1.7)	57.0 (2.2)	69.1 (1.8)	46.7 (3.5)	47.3 (4.8)	54.4 (2.5)	74.5 (1.5)	53.4 (4.1)
Brown v. Board of Education	63.7 (1.8)	60.8 (2.6)	67.1 (2.3)	66.4 (2.0)	55.5 (3.6)	47.5 (3.7)	56.5 (2.9)	72.1 (1.6)	46.9 (4.5)
Alexander Hamilton	63.5 (1.4)	63.6 (1.8)	63.3 (1.7)	65.1 (1.8)	50.4 (2.5)	61.3 (3.6)	57.0 (2.2)	70.0 (2.0)	54.0 (4.7)
Location of the Confederacy	63.4 (1.3)	71.5 (2.0)	55.2 (1.6)	67.6 (1.5)	47.6 (2.6)	46.7 (3.8)	55.1 (2.9)	71.3 (1.8)	53.3 (4.2)
Sputnik	62.7 (1.5)	69.1 (1.9)	56.4 (2.5)	67.6 (1.9)	46.3 (3.4)	47.2 (3.7)	56.9 (2.5)	69.1 (1.6)	52.8 (4.2)
Plessy v. Ferguson	61.4 (1.5)	60.4 (2.3)	62.3 (1.8)	64.9 (1.8)	53.6 (3.8)	40.4 (5.2)	53.0 (2.4)	68.9 (2.0)	55.4 (3.6)
Spain first settled southwestern U.S.	61.0 (1.4)	62.9 (1.9)	58.7 (1.8)	63.5 (1.3)	48.1 (4.3)	52.1 (4.3)	54.1 (2.6)	67.7 (1.6)	53.5 (3.3)
General dates: U.S. Constitution	60.9 (1.2)	65.4 (1.7)	55.7 (2.1)	63.8 (1.4)	49.0 (2.9)	44.1 (3.4)	53.8 (2.0)	68.7 (1.5)	48.3 (4.8)
England's exploration of East Coast	60.6 (1.6)	64.2 (1.7)	57.0 (2.0)	64.3 (1.8)	49.2 (3.5)	44.8 (3.5)	51.0 (2.5)	68.1 (2.0)	57.0 (3.9)
Woodrow Wilson and the League of Nations	60.2 (1.2)	58.2 (1.5)	62.3 (1.9)	62.0 (1.5)	52.4 (2.9)	52.2 (4.1)	51.6 (1.9)	67.8 (1.8)	52.6 (3.1)
General dates: Pearl Harbor	60.0 (1.6)	65.9 (2.1)	53.9 (2.7)	62.1 (1.8)	50.4 (4.2)	56.1 (3.8)	54.6 (2.0)	64.7 (2.0)	54.0 (3.5)
Checks and Balances	59.9 (1.5)	62.2 (2.1)	57.6 (1.9)	63.1 (1.6)	50.2 (3.9)	44.1 (3.9)	47.1 (2.1)	71.2 (1.7)	48.9 (3.5)
1970-80's Immigration patterns	59.5 (1.5)	62.0 (2.1)	57.0 (2.1)	61.0 (1.9)	46.6 (3.0)	61.2 (4.1)	50.5 (2.7)	67.8 (1.6)	48.4 (5.0)
Articles of Confederation and Revolutionary War	59.4 (1.0)	60.2 (1.7)	58.4 (2.3)	61.2 (1.5)	54.0 (3.3)	47.5 (5.3)	51.4 (1.9)	66.8 (1.7)	51.1 (4.0)
Representative government in colonies	58.0 (1.7)	57.5 (2.1)	58.5 (2.2)	63.0 (2.0)	38.7 (3.6)	39.3 (3.5)	47.1 (2.3)	68.9 (2.3)	43.5 (3.8)
Rockefeller and Standard Oil	57.8 (1.5)	62.9 (1.8)	52.7 (2.5)	58.9 (2.0)	51.3 (3.1)	52.0 (4.6)	54.5 (2.1)	62.4 (2.3)	46.6 (3.8)
U.S. foreign policy goal after WWII	57.7 (1.5)	61.8 (1.5)	53.6 (2.2)	61.9 (1.7)	44.2 (3.6)	43.8 (4.7)	56.4 (3.0)	61.6 (1.4)	43.0 (4.6)
General dates: WWII	57.3 (1.4)	67.8 (1.5)	45.1 (2.3)	62.3 (1.5)	32.9 (4.0)	46.3 (2.9)	46.9 (2.1)	66.7 (1.8)	48.2 (4.5)

Jackknifed standard errors are presented in parentheses.

History Assessment—Grade 11

DESCRIPTION	TOTAL	MALE	FEMALE	WHITE	BLACK	HISPANIC	GENERAL	ACADEMIC	VOCATIONAL
Booker T. Washington	57.1 (1.7)	58.5 (2.5)	55.5 (1.9)	57.9 (1.8)	55.2 (4.2)	52.2 (4.9)	54.4 (2.9)	58.4 (1.9)	59.7 (4.7)
Location of Louisiana Purchase	57.1 (1.6)	61.5 (2.3)	52.7 (2.5)	61.4 (1.8)	40.8 (3.8)	40.5 (4.4)	46.8 (1.9)	66.8 (2.3)	46.1 (4.0)
General dates: Prohibition	56.4 (1.5)	62.5 (2.4)	49.3 (1.8)	61.2 (1.6)	40.0 (3.8)	36.2 (4.7)	46.5 (2.1)	64.9 (1.6)	51.3 (5.4)
Immigration patterns before 1800	56.3 (1.4)	56.8 (1.9)	55.7 (1.6)	59.1 (1.5)	43.2 (3.7)	49.5 (3.8)	47.7 (2.4)	63.6 (1.5)	51.0 (4.3)
General dates: Eisenhower's presidency	55.6 (1.5)	59.2 (2.1)	52.0 (2.3)	58.2 (2.1)	46.2 (3.1)	49.0 (4.2)	51.2 (2.2)	59.5 (2.2)	52.2 (4.8)
Country not invaded by Soviet Union	55.4 (1.7)	62.2 (1.3)	48.9 (2.8)	57.5 (2.1)	40.3 (2.8)	55.8 (4.2)	46.4 (2.3)	64.1 (1.7)	41.6 (3.5)
Japanese-American internment during WWII	55.2 (1.7)	63.4 (2.0)	47.1 (2.4)	57.4 (1.9)	40.8 (2.6)	54.1 (4.2)	48.7 (2.0)	60.3 (2.4)	52.2 (4.7)
Nixon and People's Republic of China	55.1 (1.5)	55.8 (2.4)	54.4 (1.8)	57.0 (1.7)	45.0 (3.9)	49.3 (4.5)	52.6 (2.9)	59.0 (1.7)	43.1 (3.7)
Social Security and New Deal	54.7 (2.1)	57.1 (2.4)	52.3 (2.5)	56.6 (2.6)	46.3 (2.9)	52.8 (4.6)	49.0 (3.0)	60.2 (2.1)	47.7 (4.1)
Population movement during the 1800's	54.7 (1.8)	60.5 (2.0)	48.0 (2.2)	59.5 (2.0)	35.8 (3.8)	34.3 (4.5)	46.5 (2.3)	63.1 (1.8)	40.9 (4.1)
U.S. support for S. Korea	53.9 (1.7)	61.9 (1.9)	45.9 (2.0)	56.7 (1.9)	40.5 (2.8)	43.8 (4.8)	45.8 (1.9)	61.8 (2.3)	44.1 (4.5)
Dust Bowl migrations	53.8 (1.6)	55.4 (2.6)	52.2 (1.8)	56.9 (2.1)	41.7 (3.0)	44.6 (3.4)	46.9 (2.2)	60.6 (2.5)	45.9 (5.4)
Amendment of 1920 gave women the vote	53.7 (1.3)	49.7 (1.9)	57.7 (1.7)	54.8 (1.6)	50.2 (4.4)	47.3 (4.8)	53.5 (2.3)	57.3 (1.6)	38.7 (3.5)
Joseph Stalin	53.6 (2.1)	55.4 (2.7)	51.5 (2.4)	56.7 (2.4)	39.7 (3.5)	38.3 (3.8)	45.6 (2.9)	61.1 (1.9)	44.1 (4.8)
Populist Party and farm support	52.8 (1.6)	49.1 (1.6)	56.5 (2.1)	53.2 (1.9)	54.2 (2.7)	44.9 (4.5)	48.5 (2.0)	58.2 (2.5)	39.3 (4.0)
Economic changes from the New Deal	52.3 (1.8)	49.5 (2.6)	55.4 (2.3)	53.9 (2.2)	44.6 (2.8)	44.8 (3.8)	45.7 (2.3)	59.8 (2.0)	38.9 (4.0)
General dates: Franklin Roosevelt's presidency	52.0 (1.3)	57.1 (1.7)	46.9 (1.7)	56.1 (1.6)	36.2 (2.8)	42.3 (4.2)	46.8 (2.3)	56.4 (1.9)	48.9 (3.6)
Debates on slavery in territories	51.6 (1.4)	54.7 (2.1)	48.5 (1.6)	53.2 (1.6)	43.7 (3.5)	42.1 (3.9)	44.1 (2.3)	57.9 (1.6)	45.1 (4.3)
"Give me liberty or give me death"	51.1 (1.6)	50.4 (2.4)	51.7 (1.8)	53.6 (2.0)	46.0 (3.5)	33.3 (3.5)	41.0 (2.4)	59.7 (2.3)	44.2 (4.1)
Laissez-faire	51.0 (1.8)	49.3 (2.5)	52.9 (2.1)	53.6 (1.9)	38.9 (4.0)	38.4 (4.9)	38.4 (2.4)	64.0 (2.2)	33.1 (4.3)
Monroe Doctrine	50.9 (1.6)	53.3 (2.1)	48.4 (1.7)	53.8 (1.9)	35.7 (3.6)	45.1 (3.9)	42.3 (2.7)	59.7 (1.8)	36.6 (3.8)
Washington's Farewell Address	50.3 (2.0)	47.0 (2.0)	53.7 (2.6)	51.7 (2.4)	46.4 (2.7)	43.7 (4.6)	45.0 (2.4)	57.8 (2.5)	30.6 (3.2)
French exploration of Canada	50.3 (1.4)	52.5 (1.8)	48.1 (1.8)	54.0 (1.4)	32.6 (3.2)	41.4 (5.8)	39.0 (1.8)	60.0 (1.9)	40.3 (4.3)
Samuel Gompers	49.8 (1.7)	52.3 (2.3)	47.4 (2.1)	50.3 (1.9)	48.9 (2.4)	48.9 (5.1)	45.2 (2.6)	52.8 (2.0)	53.3 (4.5)
Martin Luther King, Jr.	48.9 (1.4)	50.6 (1.9)	47.2 (1.6)	45.6 (1.7)	71.9 (2.7)	38.8 (4.3)	47.4 (2.7)	50.5 (1.7)	48.5 (4.7)
General dates: first atomic bomb	48.6 (1.8)	57.7 (2.3)	39.4 (2.7)	51.7 (2.1)	34.0 (2.8)	36.8 (4.7)	40.5 (2.2)	55.2 (2.3)	45.6 (5.0)
Valley Forge	47.9 (1.2)	49.5 (2.3)	46.1 (2.0)	50.6 (1.2)	37.6 (3.5)	35.3 (4.2)	47.5 (2.0)	50.0 (1.8)	39.0 (3.3)
Right of women to vote	47.3 (1.4)	53.5 (1.8)	41.0 (1.3)	50.1 (1.8)	37.8 (2.2)	38.7 (3.6)	40.6 (2.7)	55.2 (1.7)	28.5 (3.4)
Shipping and the War of 1812	47.0 (1.5)	51.8 (1.7)	42.3 (1.9)	47.4 (1.9)	48.0 (3.5)	46.6 (4.3)	44.4 (2.1)	49.2 (2.0)	47.4 (4.7)
Carnegie and steel industry	46.9 (1.5)	48.5 (2.4)	45.4 (1.5)	48.4 (1.8)	41.7 (3.2)	38.0 (3.9)	40.5 (2.1)	52.9 (2.0)	41.0 (5.0)
General dates: Jefferson's presidency	45.8 (1.1)	46.6 (1.8)	44.5 (1.8)	46.8 (1.3)	40.8 (3.7)	39.5 (3.7)	41.4 (2.1)	48.9 (1.6)	43.4 (4.4)
Constitution and division of powers	43.8 (1.6)	48.4 (2.0)	39.3 (1.9)	45.2 (1.8)	39.1 (2.8)	34.7 (4.6)	38.4 (2.2)	49.0 (2.2)	36.1 (4.1)
Missouri Compromise	43.0 (1.9)	43.4 (2.2)	42.5 (2.5)	43.6 (1.8)	40.7 (4.0)	36.3 (4.3)	34.3 (2.4)	51.6 (2.3)	32.2 (3.8)
General dates: Wilson's presidency	42.9 (1.7)	48.6 (2.1)	37.2 (2.1)	45.2 (1.9)	31.9 (3.2)	37.9 (4.0)	38.7 (2.2)	48.0 (2.3)	30.9 (3.4)
Senator McCarthy and communism	42.6 (1.4)	43.0 (2.0)	42.1 (1.8)	43.9 (1.6)	33.9 (2.3)	38.9 (4.5)	32.5 (2.1)	53.4 (2.1)	25.7 (3.4)
Nullification and states' rights	42.4 (1.5)	39.1 (2.0)	45.7 (1.8)	44.0 (1.8)	40.1 (3.6)	32.9 (4.8)	37.0 (2.5)	46.2 (2.0)	42.8 (4.1)
Presidents during Depression	41.1 (1.6)	46.7 (2.4)	35.8 (1.8)	44.5 (2.0)	30.1 (3.0)	26.8 (3.0)	38.7 (2.3)	44.6 (2.0)	33.3 (3.6)
Jane Addams	41.0 (1.6)	37.1 (2.4)	44.8 (1.4)	41.1 (1.8)	41.1 (3.2)	34.9 (4.4)	39.2 (2.0)	43.0 (2.4)	36.7 (5.6)
General dates: Reconstruction	40.2 (1.5)	40.7 (1.8)	39.6 (2.1)	42.3 (1.8)	27.8 (3.3)	35.2 (3.8)	37.1 (2.8)	44.3 (1.6)	32.8 (3.2)
Federalist Papers	40.1 (1.4)	39.5 (1.8)	40.7 (2.2)	40.5 (1.8)	40.2 (2.6)	35.5 (3.6)	38.2 (2.4)	42.0 (1.8)	37.8 (3.4)
Dred Scott Decision	39.5 (1.2)	40.1 (1.6)	38.8 (1.8)	41.0 (1.3)	36.6 (4.1)	28.1 (3.9)	35.3 (2.0)	43.6 (1.9)	32.1 (3.2)
General dates: D-Day	39.5 (1.1)	44.4 (1.7)	34.4 (1.9)	41.5 (1.1)	31.2 (2.5)	33.7 (4.6)	34.6 (1.8)	42.8 (1.7)	40.2 (3.1)

History Assessment—Grade 11

DESCRIPTION	TOTAL	MALE	FEMALE	WHITE	BLACK	HISPANIC	GENERAL	ACADEMIC	VOCATIONAL
Renaissance and cultural advances	39.3 (1.7)	38.7 (2.2)	40.1 (2.2)	41.4 (1.8)	31.0 (3.9)	26.9 (3.1)	30.2 (2.2)	48.6 (1.9)	26.6 (3.3)
Common Sense	38.3 (1.5)	39.3 (1.9)	37.3 (2.1)	42.4 (1.6)	24.9 (3.2)	19.1 (3.4)	26.6 (1.9)	48.6 (1.8)	27.6 (3.4)
Labor legislation	38.2 (1.7)	39.6 (1.8)	36.6 (2.4)	40.3 (2.0)	22.1 (3.0)	36.0 (2.9)	28.3 (2.1)	47.5 (2.2)	28.7 (3.2)
Intent of Emancipation Proclamation	38.2 (1.3)	40.4 (2.0)	36.0 (2.1)	36.3 (1.7)	43.6 (3.7)	40.2 (4.8)	36.2 (1.7)	41.3 (2.0)	30.4 (3.3)
General dates: founding of Jamestown	38.0 (1.6)	43.7 (2.1)	31.4 (1.9)	42.4 (1.9)	21.7 (3.7)	18.1 (3.0)	31.8 (2.3)	44.6 (1.5)	27.6 (4.0)
Restrictions on immigration	37.8 (1.6)	39.4 (2.2)	36.2 (1.5)	39.1 (2.0)	30.1 (2.7)	37.0 (5.2)	34.9 (2.4)	42.3 (2.1)	25.6 (4.2)
3/5 compromise	37.7 (1.8)	35.4 (2.1)	40.0 (2.2)	40.1 (2.0)	27.3 (3.2)	24.0 (3.7)	28.2 (2.8)	45.4 (1.9)	30.3 (4.2)
1880-1910 immigration patterns	37.6 (1.4)	36.0 (1.9)	39.2 (1.8)	36.2 (1.7)	42.5 (3.5)	43.3 (3.8)	32.4 (2.2)	41.4 (2.1)	36.9 (6.3)
Immigration Laws 1921 and 1924	37.3 (1.3)	38.0 (1.5)	36.5 (2.4)	39.2 (1.6)	31.0 (3.2)	26.2 (2.9)	32.4 (1.6)	42.6 (1.7)	29.8 (3.6)
Scopes Trial	37.2 (1.5)	40.8 (2.0)	33.6 (1.9)	39.2 (1.9)	24.3 (3.2)	30.9 (4.9)	30.6 (2.1)	42.7 (2.5)	33.7 (4.8)
Muckrakers	37.1 (1.4)	39.0 (2.0)	35.3 (1.6)	38.3 (1.8)	32.4 (3.1)	30.8 (3.7)	33.0 (1.6)	41.6 (2.0)	30.9 (4.4)
General dates: Theodore Roosevelt's presidency	36.9 (1.4)	40.9 (2.5)	32.9 (1.3)	38.0 (1.5)	32.2 (3.4)	34.0 (4.4)	30.7 (1.9)	43.4 (1.9)	26.1 (4.3)
Failure of the Articles of Confederation	36.8 (1.8)	38.9 (2.1)	34.7 (2.2)	38.1 (2.2)	33.9 (2.5)	26.8 (3.9)	30.0 (2.6)	42.1 (2.1)	33.4 (4.4)
Area acquired in Mexican War	36.2 (1.3)	39.3 (1.9)	33.1 (1.7)	35.2 (1.6)	33.3 (3.2)	46.3 (4.5)	36.7 (2.4)	36.4 (1.9)	32.4 (2.9)
Religious toleration in colonies	36.0 (1.5)	35.5 (2.2)	36.4 (1.8)	36.2 (1.9)	29.4 (2.4)	42.7 (4.9)	31.5 (2.0)	41.2 (2.1)	25.5 (4.3)
Jonas Salk	34.3 (1.4)	30.5 (1.9)	38.0 (2.0)	37.3 (1.8)	23.6 (2.6)	22.7 (3.1)	29.5 (1.9)	38.9 (1.9)	27.4 (3.2)
Spanish-American War and U.S.	33.0 (1.4)	35.5 (2.2)	30.6 (2.0)	35.1 (1.9)	27.3 (2.7)	22.2 (2.9)	25.9 (2.1)	40.8 (2.0)	20.2 (3.5)
American Policy after WWI	32.3 (1.6)	32.2 (1.8)	32.5 (2.4)	34.8 (2.0)	18.0 (1.9)	23.5 (2.6)	30.6 (1.8)	35.3 (2.3)	23.4 (2.7)
General dates: the Civil War	32.2 (1.2)	38.5 (1.5)	26.0 (1.4)	33.9 (1.4)	25.8 (2.4)	22.6 (3.0)	25.2 (2.3)	38.2 (1.7)	27.4 (3.5)
U.S. foreign policy during early 1900's	31.6 (1.8)	36.2 (2.3)	27.0 (1.9)	32.9 (2.2)	28.9 (3.2)	27.8 (3.7)	29.9 (2.1)	33.3 (2.3)	28.2 (2.9)
"Jim Crow" Laws	30.7 (1.2)	34.2 (1.8)	26.5 (1.7)	30.6 (1.3)	31.8 (3.6)	20.8 (3.6)	26.0 (1.8)	35.6 (1.8)	23.9 (3.8)
Magna Carta	30.6 (2.1)	31.9 (2.8)	29.3 (2.2)	31.2 (2.5)	26.0 (2.9)	33.8 (4.0)	28.4 (3.4)	32.5 (2.1)	29.0 (4.9)
General dates: Jackson's presidency	29.9 (1.2)	32.0 (1.9)	27.8 (2.2)	31.1 (1.5)	22.1 (2.9)	26.1 (3.7)	27.7 (1.9)	32.8 (1.7)	23.0 (3.3)
Reformation and Protestant groups	29.8 (1.3)	30.5 (1.9)	29.0 (1.6)	29.8 (1.3)	28.8 (2.8)	27.6 (4.0)	25.2 (1.7)	34.4 (1.9)	22.4 (3.8)
General dates: United Nations founded	25.9 (1.6)	34.4 (2.1)	17.3 (1.9)	28.6 (2.1)	16.4 (2.4)	19.3 (3.5)	17.5 (1.9)	32.5 (2.3)	23.8 (3.5)
Seneca Falls Declaration	25.8 (1.2)	27.2 (1.3)	24.4 (1.8)	25.9 (1.2)	25.9 (2.5)	22.5 (3.7)	19.4 (1.7)	31.8 (1.7)	19.7 (2.1)
General dates: Lincoln's presidency	24.7 (1.1)	31.3 (2.0)	18.0 (1.2)	26.0 (1.3)	17.5 (3.0)	21.2 (3.0)	19.3 (1.5)	29.6 (1.5)	19.6 (2.7)
Medicare, Voting Act, and Lyndon Johnson	23.9 (1.5)	26.3 (2.2)	21.4 (1.9)	24.7 (1.9)	20.0 (2.2)	19.5 (3.3)	19.7 (1.9)	27.7 (2.3)	19.9 (3.2)
Leaders of Women's Movement	22.8 (0.9)	23.5 (1.3)	22.2 (1.7)	24.3 (1.2)	14.1 (3.0)	23.1 (3.6)	18.4 (1.4)	26.4 (1.6)	18.0 (2.6)
Progressive Movement	22.6 (1.3)	25.5 (1.7)	19.6 (1.5)	23.7 (1.7)	16.7 (1.8)	18.8 (3.2)	20.8 (2.0)	23.7 (1.9)	23.9 (3.3)
Reconstruction	21.4 (1.3)	24.7 (1.4)	18.1 (1.6)	21.9 (1.5)	16.9 (1.9)	20.9 (3.1)	16.9 (2.0)	25.4 (1.8)	19.2 (3.2)
Winthrop and Puritans founded colony	19.5 (0.8)	19.4 (1.2)	19.5 (1.3)	18.4 (0.9)	21.6 (3.1)	26.1 (3.6)	20.2 (2.0)	18.2 (1.3)	22.5 (3.3)

Jackknifed standard errors are presented in parentheses.

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